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ABSTRACT

This guide is designed for tutors and teachers of literacy in rural locations in Australia, and their trainers, to help them respond appropriately to the language and literacy needs of adults of non-English-speaking background. It is divided into five sections. The first is an introduction. The second addresses the general topics of language learning and literacy development in a second language, particularly in adults, and the relationship between oral and written language. The third discusses literacy skills assessment procedures and principles, and contains some reading and writing assessment materials. The fourth section outlines steps in curriculum development, instructional material selection, teaching methodologies and strategies, objective-writing, and classroom activity planning. Sources of additional information are provided in the final section, including a contact list for referral and advice, a glossary of technical terms, and a number of brief related readings. A number of forms for first language literacy assessment are appended; they are in Arabic, Chinese, Croatian, Farsi, Italian, Khmer, Korean, Lao, Polish, Portuguese, Spanish, Tagalog, Thai, Turkish, and Vietnamese. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ESL

TEACHING ESL LITERACY TO ADULTS

A GUIDE FOR ADULT LITERACY TEACHERS

BY

JUDY COLMAN & JILL SCHIFFMANN

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Judy Colman and Jill Schiffmann

1993

Language Training Centre
University of New England
Armidale NSW 2351

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PREFACE

Acronyms

ACAL	Australian Council for Adult Literacy
ACER	Australian Centre for Education Research
AGPS	Australian Government Publishing Service
AMES	Adult Migrant English Service
ALLP	Australian Language and Literacy Policy
ATESOL	Association of Teachers of English to Speakers of Other Languages
DEET	Department of Employment, Education and Training (Commonwealth)
ELICOS	English Language Intensive Courses for Overseas Students
ESL	English as a Second Language
IATEFL	International Association of Teachers of English as a Foreign Language
NBEET	National Board of Employment Education and Training
NCELTR	National Centre for English Language Training and Research (Macquarie University)
NCRC	National Curriculum Resource Centre (now NCELTR, above)
NESB	Non-English Speaking Background
NTB	National Training Board
PETA	Primary English Teacher's Association
TAFE	Technical and Further Education
TEFLA	Teaching English as a Foreign Language to Adults
TESOL	Teaching English to Speakers of Other Languages
VOAELP	Vocationally Oriented Adult Education and Literacy Program

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Any errors and omissions are solely due to the authors.

1. INTRODUCTION

1.1 WHO IS THIS BOOK FOR?

This book has been written as a guide to teachers and tutors of literacy and their trainers in rural locations. Its specific purpose is to assist these rural literacy providers to respond appropriately to the language and literacy needs of adults of non-English speaking background (NESB). It also has application in any classroom context where adult NESB students and adult literacy students who are native-speakers of English are taught as a combined group.

While in metropolitan centres specific programs for the teaching of English to speakers of other languages (TESOL) are provided by the Adult Migrant English Service and institutes of Technical and Further Education (TAFE), in rural contexts it is usually not feasible to provide a range of intensive courses to meet the various needs of NESB students. Rather, these adult learners are frequently directed to the teacher or tutor at TAFE or the Board of Adult and Community Educational (BACE) literacy classes and programs. In rural contexts, such tuition may occasionally be full-time provision but more generally it is small-group, part-time provision, and even one-to-one tutoring on an occasional basis. Often the most that is feasible in many rural locations is low-intensity, small-group teaching of a range of adult learners with varied educational profiles and literacy needs. Such groups can function very effectively in dealing with the affective factors central to many adult literacy problems for native-speakers. However, inclusion of NESB learners with limited or no spoken and written skills in English can quickly make such groups unmanageable for students and teachers alike, with all parties expressing frustration and disappointment because their goals are not being realised.

The use of teaching and learning approaches entirely appropriate for adult literacy students fluent in English can be both inappropriate and frustrating for the NESB learner who lacks knowledge of and skills in using the English language. In addition, the NESB learner generally brings to the literacy class a very different experience of educational and social practices from many of the native-speakers in rural literacy contexts. As a result, NESB learners may not initially respond positively to the non-formal approach chosen for many adult literacy classes. This approach is often used as one channel for circumventing the frequently negative view of formal schooling that many adult literacy students have developed but may appear unstructured to the NESB student. The combination of low English proficiency and contrasting cultural and educational frames of reference can make the adult literacy classroom a very unrewarding experience for the NESB learner.

For the adult literacy teacher and tutor, the requests for help from NESB learners in their class, or those wishing to access their class, can be very stressful. There is clearly a need to deal with the limited oral skills in English of such students but this is an area where most rural adult literacy personnel have little or no training. Indeed, their experience of students from other cultures may be very limited. They also have very limited awareness of and access to TESOL resources to help them. There are few people they can turn to for help and usually there is no one they can re-direct the adult NESB student to for more specialised language teaching. Their professional isolation from TESOL practitioners is a difficulty in many locations.

This book is aimed at such teachers and tutors to assist them in finding better ways of dealing with NESB adult literacy students. It is hoped that by providing a theoretical background as well as some 'hands-on' ideas for assessing and teaching NESB students, the contribution of rural literacy personnel to ESL needs may be enhanced.

The book aims to provide some background information on teaching English to NESB adults and on teaching literacy skills to NESB adults. The emphasis is on helping NESB adults develop literacy skills in English. The need for oral skills to be well established prior to or concurrently with literacy skills is clear, so the book also refers the literacy teacher/tutor to publications and agencies which can facilitate this process. Some explicit guidance on developing students' oral skills is included in Section 4. Section 2 looks in brief at the theory and practice of adult TESOL and identifies points of intersection with adult literacy theory and practice. Section 3 explores an approach to assessing literacy skills in NESB students while Section 4 describes possible approaches to course design which can address the literacy needs of NESB learners in rural settings. It incorporates sample activities and materials.

The guideline concludes with a reference section consisting of suggestions for further reading on TESOL literacy and related topics, a glossary of technical terms used in the guideline as well as a contact list for assistance in relation to specific learner needs discussed in the guideline.

The audience for this work is, not surprisingly, a rather disparate group. The adult literacy teacher, tutor and trainer appear in many forms in many locations, bringing a wide variety of educational training and experience with them. This single publication cannot hope to meet all their needs but it is hoped that it can set most on the path to solving the teaching and learning dilemmas raised by NESB students in rural contexts. For too long such learners have been marginalised in education provision because of demographic factors. This guide hopes to give literacy teachers some practical resources for responding to the literacy, and, inevitably English language needs, of NESB adults in rural contexts.

2. LANGUAGE, LANGUAGE LEARNING AND BECOMING LITERATE IN A SECOND LANGUAGE

This section contains:

- ☐ An overview of language teaching and learning.
- ☐ An approach to language.
- ☐ A profile of the learners; comparing adult literacy and ESL literacy learners.
- ☐ A general description of how adult language learning takes place.
- ☐ A consideration of the relation between learning oral and written language skills as an adult.
- ☐ A description of an explicit teaching/learning cycle for use in the literacy classroom.
- ☐ Suggestions for dealing with ESL learner needs at beginner and advanced levels.

2.1 WHAT IS LANGUAGE TEACHING AND LEARNING?

The immediate goal in the TESOL classroom is to develop the learner's communication skills in spoken and written English. This includes developing vocabulary and grammar but goes well beyond it. In TESOL, teaching adult learners to communicate through written English is part of the goal of teaching English, and learning to read and write in English are now generally seen as part of the process of becoming a proficient user of the language. This will enable the learner to participate fully in the social interaction of his/her new community and in all its manifestations through work, education and the other social and cultural institutions open to the native-speaker of English. How this can be achieved is the subject of further discussion at 2.2 below and in Section 4 of this publication.

For the lay person, teaching English to speakers of other languages is often seen as a combination of teaching vocabulary by pointing and saying the name of an item and teaching sentence-level grammar rules by substitution drill (e.g. Insert the correct form of the verb: "This is an apple; these.....apples"). These two elements, plus a judicious application of high volume, seem to comprise the lay person's concept of English teaching. If the lay person consults many popular textbooks for English teaching published between 1960 and 1985, (or even later) he/she may have these beliefs reinforced. If the lay person reflects on learning French or an Asian language such as Indonesian at school before the mid-80s, he/she would also find support for this belief.

Most recently-trained TESOL teachers would not accept this model of language teaching. For them, learning English is more than learning the names of items and how to use some of them in sample sentences, unconnected to the learner or his/her situation. Learning language is seen as learning to communicate with other users of the language and to do this the learner must become proficient in many aspects of English discourse. Michael Canale and Merrill Swain (1980) have presented one of the clearest summaries of what learning a language involves. They say "communicative competence", which native speakers attain by virtue of growing up in a given language community, involves four elements:

1. Sociolinguistic competence (i.e., appropriacy): The speaker/writer knows how to express the message in terms of the person being addressed and the overall circumstances and purpose of the communication.

2. Discourse competence: The selection, sequence, and arrangement of words and structures are clear and effective means of expressing the speaker/writer's intended message.

3. Linguistic competence (i.e., accuracy): The forms, inflections, and sequences used to express the message are grammatically correct.

4. Strategic competence: The speaker/writer has effective and unobtrusive strategies to compensate for any weaknesses s/he has in the above three areas.

Canale and Swain, (1980)

For Canale and Swain, learning a language is not a matter of simply internalising a long list of items (words) and rules for combining them. It is not a question of taking many small items and adding more. Rather, the learner has to come to understand how patterns of language interact to produce different meanings through specific texts used in different contexts, for different purposes, between different speakers. The precise combination of features in any given context will vary according to:

- the topic and purpose of the communication (the field);
- the medium for communication (the mode);
- the relationship between the participants (the tenor).

2.1.1 An Approach to Language

The field, mode and tenor (together known as "register") of any language communication determine linguistic choices to be made at text, sentence and word level. Register features make each communication exchange, whether spoken or written, a unique event and highlight the inadequacy of trying to teach English by teaching only words and sentence patterns. Without the important understanding of the appropriate context for using a spoken or written text and the social appropriacy of its use, communication will at best be flawed.

What are these linguistic choices?

Table 1: Linguistic Choices

Level	Choices
Word	Selection of lexical items (words),based on appropriacy to text and audience
Sentence	In order to produce well-formed sentences, users must make choices in: Word Order Verb Endings Modifiers Voice Cohesive devices (within sentences) to convey specific meanings)
Text	To produce coherent texts, choices must be made in: Text structure or organisation Cohesive devices (across whole text) to ensure communication

a) Word level

In speech or writing, linguistic choices are constantly made to try to express a certain meaning most clearly. This happens at many levels. The types of choices are summarised in Table 1. In choosing the labels (words) to describe participants, events or settings, we are guided by the appropriacy of that label to our meaning and our audience. For example, the words *woman, girl, female* and *lady* all have a similar broad meaning, but which one we choose in a particular context is determined by many factors which NESB students are not automatically aware of. By teaching whole texts rather than individual words these differences can be highlighted to the student.

b) Sentence level

Good organisation within sentences in a text is also necessary to effective communication. The word order of statements is different from that of questions. Verbs can vary in ending to indicate time aspects (past, present, future) and number (singular/plural). The subject and object parts of sentences can be expanded in a variety of ways to modify or qualify the information. For example, adjectives and adverbs can be added, as can phrases. Learning how these elements combine is a part of the task of learning English for the NESB student.

Choices are also made in voice (active or passive) and in the way clauses are joined by connective words.

There are many different types of connective words (called 'cohesive markers'). These include:

sequence markers	(first, then, finally)
cause and effect markers	(because, as a result, therefore)
additive markers	(and, but, also)
comparison markers	(as..as, like, similarly)
contrast markers	(in contrast, however).

c) Text Level

The user of English has to know how to form different texts appropriately. For example, the organisational structure ('schemata') of a casual conversation, a formal lecture and a letter of complaint to a council are very different. The conversation has a much looser, open-ended organisation, based on turn-taking in dialogue, while the letter must meet certain formal requirements of layout, spelling and punctuation to be effective. It is monologue rather than dialogue. In simplistic terms, all texts are held together by their organising structure and the use of connective words.

As at sentence level cohesive markers help to indicate the relationship between paragraphs in a text. Learning to use these helps learners communicate their more complex ideas more precisely. Poor skills in managing text organisation and cohesion cause communication breakdown because details and their relationship to each other in the text cannot be clearly understood by the listener or reader.

2.2 *LANGUAGE LEARNERS*

2.2.1 Learner Characteristics

Most adult literacy teachers and tutors are familiar with a range of learner characteristics in their students and adapt their teaching approaches to the particular needs of their learners. There are similarities and differences between adult literacy learners and ESL literacy learners which can be explored for the rural literacy teachers' purposes. Many of these are discussed in some detail by Hammond et al (1993) in their major study of *The Pedagogical Relationship between Adult ESL and Adult Literacy*, an International Literacy Year project. In this section, key differences are summarised.

In a recent article entitled "Adult ESL and Adult Literacy: What are the Relations?" Anne Burns of the National Centre for English Language Teaching and Research at Macquarie University says:

> Adult literacy practitioners are more inclined to focus on adult learning principles and sociological issues of empowerment through literacy. They emphasise affective factors, such as student self-esteem, and an active and participatory role for learners in negotiating and taking responsibility for learning. Adult ESL teachers, on the other hand, are more inclined to emphasise the linguistic aspects of learner needs, focusing on overall language development which also takes account of cultural differences, rather than literacy alone. This is not to suggest that they ignore the affective aspects of learning or negotiation of learner's needs, but they tend to interpret them in linguistic rather than sociological terms, seeing progress in language development as leading to increased confidence, independence in learning and self-esteem.
>
> (Burns, 1992:3)

It is useful to look at comparative profiles for adult literacy and ESL literacy learners in rural settings in more detail. The following table draws out some characteristics commonly (though not exclusively or inevitably) found in the two learner groups.

By reviewing this table of comparisons, the adult literacy tutor can begin to identify what is different about the needs of, and therefore the teaching approaches for, the ESL literacy student. One can indeed characterise ESL literacy students by mapping their language proficiency against their socio-cultural characteristics.

Table 2 The Adult Literacy and the ESL Literacy Learner: A Comparison.

Characteristic	Adult Literacy Learner	ESL Literacy Learner
Age Range	16 and over	16 and over
Educational Background	(i) School dropouts or failures i.e.little or very interrupted post primary schooling. (ii) Early school leavers (limited post-primary schooling). (iii) Completed standard schooling to year 10 or 12 but masked lack of literacy skills.	(i) Successfully completed secondary or post-secondary education in their own language. (ii) Failed to complete schooling successfully due to war, famine, etc. (iii) As for Adult literacy learners (i) and (ii).
Employment History	(i) Never employed; school leaver (ii) Never employed; home duties. (iii) Retrenched mid-life; seeking retraining. (iv) Accident victim leading to career change and need for retraining.	(i) Successfully employed in country of origin; qualifications unrecognised; therefore seeking retraining for Australian employment. (ii) As for Adult Literacy Learner (i)-(iv).
Self-Esteem	Lack of previous success in formal education and employment may cause low self-esteem.	(i) Loss of usual skills as a communicator and dependence on others to translate (e.g children) can cause low self-esteem. (ii) Loss of economic and social status can lead to low self-esteem. (iii) As for Adult Literacy Learner.
Other Affective Factors	(i) The Adult Literacy learner can be poorly motivated due to history of failures and exclusion through education; (ii) Fear of ridicule can be a strong characteristic. (iii) Anxiety can be high. (iv) Post-study expectations of e.g. successful employment, can be low. (v) Family history may be tuned to expectation of failure. (vi) May have very extensive community networks.	(i) "Culture shock" may result in depressive behaviour. (ii) Anxiety can be high. (iii) May lack community access channels (e.g. absence of family members; lack of access to social and cultural activities).
Other Cognitive Factors	(i) Learner may lack learning strategies appropriate to literacy skills development. (ii) May have limited experience of successful learning.	(i) May lack learning strategies appropriate to learning a second language for communication purposes. (ii) May lack Roman script skills. (iii) May lack understanding of cultural differences in the construction of texts for different purposes (e.g. use of salutations in letters). (iv) May have extensive literacy skills in first (or other) language(s). (v) May have access to other models of learning successfully.

In the light of information summarised in Table 2 above, it is suggested that ESL and adult literacy students can be combined most effectively when ESL learners have:

- established enough oral skills to communicate their needs, goals and interests to the literacy teacher

and

- have limited literacy skills and educational background in their country of origin. For example, students who have completed 4-8 years education in their first language will probably have established basic literacy concepts but are unlikely to be confident users and producers of more complex written texts. They are likely therefore to be more tolerant of the needs of the typical adult literacy student than may be the case for more highly educated NESB students with sophisticated literacy skills in their first language.

or

- have similar educational goals and expectations to those of the adult literacy students i.e. beyond the initial phase of becoming literate, both ESL and adult literacy students may need similar help to develop their written skills to the point where they can undertake further formal training. In such cases, the two learner types may work very effectively together.

Where problems are likely to arise in combining learner types is at the extremes of language proficiency and educational background.

At one extreme one finds learners with very limited oral and written skills in English and perhaps limited literacy in their first language. These learners are likely to share many learning characteristics with their adult literacy counterparts since they are similarly limited in their access to and use of written language. However, if students are very limited in the spoken English skills, communication with the adult literacy teachers is greatly restricted, if not impossible. Therefore, these learners cannot usually learn effectively in a group beside their native speaker counterparts. In contrast, the ESL learner who is literate in another language (that of his/her education), and has elementary oral English skills, can begin to function in a group alongside native speaker adult literacy students.

One also finds ESL learners with well-established oral and written skills in English who seek further help with their English skills. Where they have extensive education in their first language, these learners may be seeking to enter employment or study commensurate with their previous education. They are often seeking high order oral and written skills to reach their employment goals. In this case, it again may not be appropriate to place learners in the same group as less educated native-speakers who are seeking to achieve initial literacy skills. The combination of the two learner types could be very inhibiting for the adult literacy student. The teacher/tutor's role may therefore become that of counsellor and referral adviser helping the ESL student access other options for learning.

2.3 HOW DO LEARNERS LEARN A SECOND LANGUAGE AS ADULTS?

There is currently an emphasis in language teaching on enabling students to acquire language by using it, rather than learning it solely through studying it. This has important implications in the rural literacy context that is often the only formal learning environment open to NESB settlers in rural locations. It implies that the literacy teacher can best help learners develop English skills by enabling them to engage in meaningful activities in the classroom, where use of language enables them to achieve some other, valued purpose. In turn, this means developing programs of structured activities where the learners have to interact orally with other language users to complete a task or activity successfully.

A useful example is the frequently-used ESL exercise of conducting a mini-survey in class or among local community groups. This task can be done at a range of levels and can be used to reinforce recognition/reading skills and/or written skills. It does require that the learner be able at least to recognise some sight words.

Such a survey would involve the learner in preparing and asking questions, recording answers (whether in writing or by some checking system), and analysing the results in class. Surveys can be designed to focus on aspects of the class group which are of interest to the group. They could also explore local facilities or attitudes to local issues. In order to prepare the survey, learners must engage in oral communication and the teacher can build practice of new vocabulary and grammar items into this phase. It is possible to design survey forms of varying complexity, from very simple lists with yes/no columns for ticking, to complex attitudinal questionnaires. The task complexity must, of course, be adjusted to the group's skill level. This is generally possible except with the very beginner in English.

It becomes a major problem when the NESB adult learner has little or no English and can therefore only complete tasks where limited English knowledge is adequate to participate. This point is the subject of further discussion below. Where the NESB adult learner does have adequate oral language skills, then it becomes more feasible to develop classroom activities in which he/she can participate. In this aspect, TESOL bears a close relationship to current approaches to adult learning which inform adult literacy teaching. These include a learner-centred, rather than teacher or content-centred, approach to the organisation of learning and a recognition of the immediate real-world applications of learning which adult learners seek. Adult literacy teaching generally approaches its goals through a language/life experience approach, a process-writing framework and problem-solving tasks. These, too, underly the communicative approach in TESOL, with the emphasis on the relationship between context and specific spoken or written texts.

2.4 THE RELATION BETWEEN SPOKEN AND WRITTEN LANGUAGE DEVELOPMENT

In her book, *Workplace Texts in the Language Classroom* (1992) Helen Joyce emphasises the crucial integration of oral and written language in the development of ESL literacy. She says:

> It is crucial that teachers understand the ways that oral language integrates with written language and integrates with the development of literacy.
>
> - Oral language surrounds written texts in all domains of literacy. Texts are the result of talk and the reading and writing of texts results in more talk. Language education should include the development of the oral language which accompanies written texts in social contexts. For example, do we simply teach learners how to read medicine labels or do we also enable them to ask questions about medication during a doctor's consultation? If they control both the written text and the spoken text then they have more independence, more choice and more flexibility within the society.
>
> - Literacy development can be viewed as a movement along a language continuum from spoken to written language.
>
> Spoken <----------> Written
>
> It is essential to draw on the oral language resources of learners, no matter how limited these may appear, in the development of literacy.
>
> (Joyce,1992:19)

Joyce goes on to propose the following model teaching cycle, adapted from Callaghan and Rothery, [DSP], 1988, as a procedure for enabling learners to work from spoken to written texts.

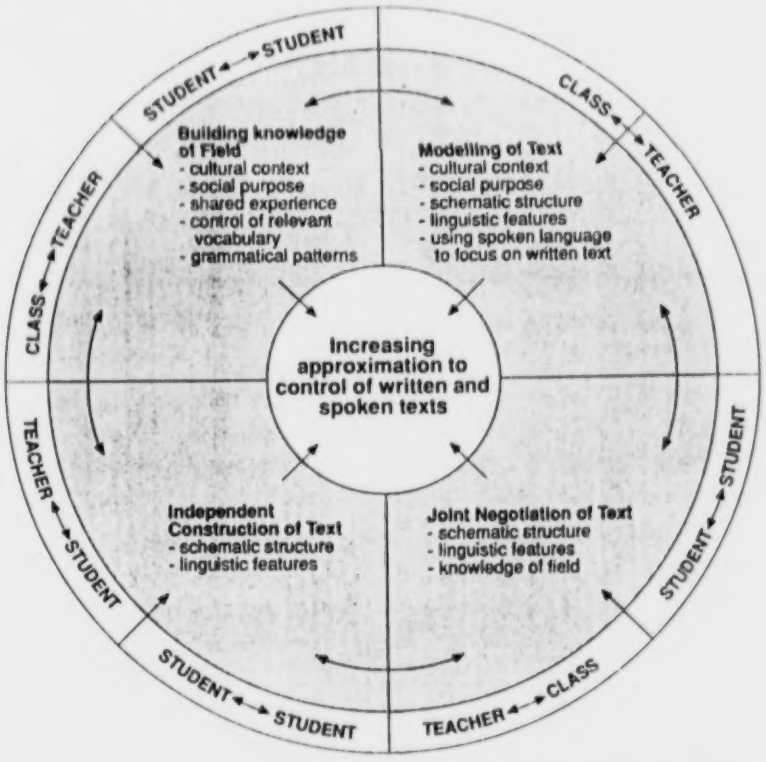

Figure 1 *Teaching/learning cycle (Burns, 1991, adapted from Callaghan and Rothery [DSP], 1988)*

Joyce and others see that to develop control of a written text (i.e. be able to interpret and/or produce a specific text) learners must be able to:

- relate the new knowledge and skills to their existing knowledge and skills;
- recognise the cultural significance and social purpose of the text;
- recognise the schematic structure (i.e. organisational scaffold) of the text;
- recognise the significant linguistic (i.e. lexical, grammatical and cohesive) features of the text;
- develop the appropriate reading and writing skills in relation to the text;
- read and respond appropriately to the text or write the text to gain an appropriate response from the reader.

(Adapted from Joyce,1992: 43)

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2.4.1 Using the Teaching/Learning Cycle

The starting point in the cycle in Figure 1 is "Building Knowledge of the Field" which the teacher uses to help students explore the general contextual background to the text. This allows for clarification of the social and cultural context for use of the text (and of the difference between the Australian context and the learner's first language and cultural context), the learner's previous exposure to such text, the vocabulary relevant to the text, particular grammatical patterns which occur in the text and the oral language which underpins or backgrounds the written text. Joyce specifies a number of learning activity types which can support this segment of the cycle, such as brainstorming, text categorisation exercises and matching exercises (of visuals to words).

The second segment is the "Modelling of Text" where the teacher exposes the schematic structure or underlying organisation of the text, the specific vocabulary and specific linguistic features and relates these to the context and to specific reading and writing strategies. Joyce asserts: "It is essential learners begin to develop a language to talk about contexts, texts and language if they are to become independent readers and writers in the longer term" (p.45). She sees the use of this "metalanguage" as a vehicle for learning.

The third segment, "Joint Negotiation of Text", calls on teacher and learners to draw on the shared text knowledge they have been developing to read or to write a text jointly e.g. by using an overhead projection of a "scaffold" of the text structure for completion. At this point groups of students may do the task independently of the teacher, although, at lower levels of proficiency, the teacher role will still be central here. At this point much of the teacher's work will involve consciously re-phrasing as written language, the oral language forms which learners are most likely to proffer. This stage offers a conscious modelling of the text prior to more independent learner activity. This is a practical, analytic construction phase.

The final segment, "Independent Construction of the Text", involves the learners in using their knowledge to read and respond appropriately to a text and/or write a text. Here the learners are applying their now developed knowledge and skills independently. Here they outline the structure, draft a text, take notes and/or analyse each other's work.

Joyce hastens to add that the cycle is flexible and, depending on the learners and the texts, the teacher may enter at any phase in the cycle. She goes on to look more closely at the interplay of spoken and written language. Joyce sees learners moving closer to the full structure and organisation of a text-type by a series of approximations. She views the teacher's role as that of helping the learner towards this goal. How far students go along this path in relation to a specific text will depend on their initial proficiency level and the relative complexity of the text.

At lower proficiency levels, it may be enough for learners to identify and fill in immediate personal details (name, address, telephone number, date of birth) on a form; at higher proficiency levels they may be required also to fill in more "open-ended", less formulaic sections of a form (e.g. give reasons for applying for leave, describe the circumstances of an accident). To help the NESB learner in the adult literacy class, it is important for the teacher to be able to identify the cultural significance and social purpose of a text, its schematic structure and significant linguistic features which the learner needs to develop control of, in order to speak, understand, read and/or write a text. Without access to these "components" of text, it is difficult for the literacy teacher to assist the NESB learner systematically to enter the language community.

By using this approach to teaching written texts, the literacy teacher can also make the tasks more accessible to the native-speaking adult literacy student. Because he/she has grown up in this community, the latter has readier access to knowledge of the cultural significance and social purpose of many texts in English but may lack any knowledge of the schematic structure of texts and have faulty control of some linguistic features.

Those literacy teachers who feel ill-at-ease in approaching text and linguistic analysis may be helped by consulting material listed in Section 5, particularly items grouped under "Readings on Methodology for Teaching English to Speakers of Other Languages". Joyce's work (1992) refers to spoken and written texts in the workplace [specifically process and procedural texts] but its organisational structure applies to other contexts as well, and literacy teachers will find her very clear approach most accessible, even though it is dealing with applications of sophisticated linguistic theory in the language classroom. Chapters 7 and 8 in her book are particularly useful views of language as a social construct in both its spoken and written modes and clearly illustrate this in a degree of detail the present publication cannot pursue. The introduction to the recently published second edition of the *Certificate in Spoken and Written English* (Hagen et al, 1993) also contains an excellent discussion of language as a social construct.

2.5 MEETING STUDENT NEEDS

2.5.1 Meeting the Needs of the Beginner and the Advanced ESL Student

As Table 2 in 2.2 above indicates, one needs to keep in mind that the ESL literacy learner is also an adult learner and may share any or all of the characteristics of the adult literacy learner, depending on how his/her life experiences have unfolded. There is, however, an important sub-group of adult ESL learners who are rarely found in the typical adult literacy group: those who are educationally successful, highly literate and used to succeeding in social interaction whether spoken or written. Such learners do not sit comfortably in the typical rural literacy context. At post-beginner proficiency levels, they are, however, more able to learn independently provided a support structure exists (e.g. teacher guidance and feedback). They can perhaps be accommodated around other literacy provision where instruction is more didactic and teacher-dependent.

As mentioned earlier, a summary such as Table 2 glosses over the existence of many sub-groups within each category of learner and ignores the fact that learning is, for everyone, an individual personal event. In adult ESL, there has been a range of commonly-occurring learner types who have traditionally been identified for the purposes of forming cohesive class groups for teaching purposes. Parts 3 and 4 of this guide discuss some of these learner classifications and their identification in greater detail. Others lie outside the reach of a guide such as this.

The largest provider of adult ESL in New South Wales is the Adult Migrant English Service (AMES). Broadly, AMES(NSW) now classifies students for class placement purposes by **stage** (i.e. proficiency level according to ESL rating scales for spoken and written English) and **learning goal** (categorised broadly as community access (for those not in the workforce), vocational and further study focus). The AMES classification also characterises learners by **"Band"** or learning pace, seeking to provide separate classes or groups for those with and without sound education (and literacy) backgrounds.

Table 3 summarises the AMES organisation of learner provision called "learner pathways". It refers to two commonly-used rating scales for English proficiency: the AMES Speaking Proficiency Descriptions which describe oral proficiency (OP) and the Australian Second Language Proficiency Rating Scale (ASLPR) which describes proficiency in speaking, listening, reading and writing. References for obtaining copies of both scales are included in

Table 3 Overview of Learner Pathways in AMES (J.Colman 1993)

STAGE	BAND A: SLOWER PACE [< 7 years education] Literacy / Roman Script	BAND B: STANDARD PACE [7-10 year education]	BAND C: FAST PACE [11 years + education]	FOCUS	SPECIAL NEEDS
Stage 1 OP - .5 to 1·0 AMES [0 to 0+ ASLPR] WP- 0 to 0+ ASLPR				• Language Skills Development • Preliminary information in L1 - Language Awareness - Community Awareness - Study Awareness - Work Awareness - Cultural Orientation	• Options for grouping in - age range - L1 (full or partial) - single sex - other (e.g.elderly Vietnamese women) • Bilingual Support Essential
Stage 2 OP - 1.5 to 3·5 AMES [1·· to 1 ASLPR] WP - 1- to 1 ASLPR				• Language Skills Development • Information on - Language Awareness - Community Awareness - Study Awareness - Work Awareness - Cultural Orientation • Skills in - Community Access - Job Seeking - Career Development - Study	• May continue grouping by - age range (e.g. disrupted education-youth) - L1 (full or partial) - single sex +/- - L1 (e.g. Arabic women) • Bilingual Support Desirable
Stage 3 OP - 3·0 to 4·0 AMES [1+ to 2 ASLPR] WP - 1+ to 2 ASLPR				• Language Skills Development • Information on - Work Awareness - Study Awareness - Language Awareness - Cultural Orientation • Skills in - Job Seeking - Career Development - Study	• ISC Mode a component of learning experiences
Stage 4 (Post-AMES) OP - 4·0 & over AMES [2+ & over ASLPR] WP - 2+ & over ASLPR				• ESP - Job Field - Career Development - Further Study (Job Field) • Job-related Language Skills (e.g. Report or Literacy Genre) • Information on - Language Awareness - Cultural Orientation - Community Access	• ISC Mode significant component

OP = Oral proficiency
WP = written proficiency

Section 5 at 5.3.3 under 'Readings on Assessment in TESOL'. The table also suggests appropriate content focus ("Focus) for students at each stage of learning.

In the large ESL teaching centres found in AMES, numerous class groups may occur in each of the squares of the matrix. Students move towards Stage 4 as their proficiency increases. They may also change their learning pace as their English proficiency and experience of classroom learning increase. However, it is more usual for the minimally educated 'Band A' learners to require slower-paced classes as they seek to overcome their educational disadvantage. In this they share a need with many adult literacy students.

Learners who would be appropriately placed within AMES Stage 1 grouping present a particular difficulty to the adult literacy teacher and tutor, as noted by Anne Burns.

> There is considerable difference between learning literacy in the mother tongue and learning the spoken and written modes of a second language and these differences need to be recognised through appropriate curriculum provision and classroom pedagogy. Separate provision for adult NESB learners is especially crucial in the early stages of language learning.
>
> (Burns, 1992:5)

These beginner learners of English lack the English language skills needed for ESL literacy to be achievable in the short term. It is only possible to communicate in any detail with these learners through an interpreter. Without access to information about and explanations of the classroom process in the student's language, it is unlikely that the literacy teacher can manage their learning concurrently with typical adult literacy students. These Stage 1 learners can be directed to AMES's Distance Learning Program (see Contact List at 5.1) and their needs are discussed in a little more detail in Parts 3 and 4.

Because of their extremely limited English, beginner learners of English cannot participate in adult literacy activities and are highly teacher dependent. Those who have limited or no literacy in their first language may be able to access a multilingual, pre-literacy package as part of the AMES Distance Learning Program. Literacy teachers, tutors and trainers may also wish to explore the AMES Home Tutor program and its training package as a possible route to providing individual help to the Stage 1 learner (again, see the Contact List in 5.1). Generally speaking the Stage 2 and 3 learner can be accommodated, with careful planning, in the adult literacy class.

The remainder of this guide aims to assist teachers/tutors in planning for the learning needs of such students. Where such learners fall in the Band A grouping (i.e. have limited or no literacy in their first language and/or use a non-Roman script for their first language) it may be necessary initially to work separately with these students since they may lack many of the learning and literacy concepts already formed by many adult literacy students by virtue of their

previous educational experience. Again, Parts 3 and 4 take up these issues a little more fully.

Upper Stage 3 and all Stage 4 learners can often present the literacy teacher with a different set of problems as mentioned above. Bands B and C learners do not readily fit into most literacy contexts. They have a history of being successful learners with higher vocational or educational goals. They are highly literate in their first language and need to transfer their higher order literacy skills to English. Band A learners at these higher oral levels can usually work well beside native-speaker literacy students. Both groups are confronting the written system of English as adults and both groups have considerable oral resources. The Stage 4, Band A learner will need additional cultural and social explanations and will have gaps in vocabulary and grammatical resources but will broadly be able to communicate orally with the teacher and other students. The AMES (NSW) Distance Learning Program does not accommodate students at this level.

There are some distance education materials available for advanced oral skills, through the Centre for English Language Learning at RMIT (Melbourne). The NSW TAFE Open Training and Education Network (OTEN) also has advanced learning materials, as does the TESOL Programs Unit at the University of Queensland (see Section 5 for full contact details). In some cases, it may be most helpful for students with higher level literacy (i.e. advanced reading and writing needs) to enrol in a mainstream adult education course (e.g. at TAFE or Skillshare) so as to extend their interaction with English in formal language contexts and to have opportunities to develop, for example, report and assignment writing skills. Ideally they would learn these through an English for Further Study or English for Specific Purposes Course but in rural settings these are probably not accessible, so other community or vocational courses must suffice. The adult literacy teacher's role in relation to such students can be that of guide or mentor rather than class teacher.

3. ASSESSING LITERACY SKILLS IN NESB STUDENTS

This section contains:

- ☐ An overview of the assessment procedures.
- ☐ Guidelines for assessing new students.
- ☐ A description of the four stages of ESL reading and writing development.
- ☐ An overview of oral skills development.
- ☐ A model for a student profile record form.
- ☐ Four case studies of NESB students to exemplify the categories used for assessment.
- ☐ A cross-reference grid for meeting student needs appropriately.
- ☐ Samples of assessment tasks for each stage of reading and writing development.
- ☐ A simple form in 15 community languages to assess basic L1 literacy skills.

3.1 AN OVERVIEW OF ASSESSMENT PROCEDURES

The procedures outlined in this section are designed to assist teachers and administrators in the initial interviewing and/or testing of non-English speaking background (NESB) students. In the first instances, the procedures recommended will assist in discriminating between those learners who can benefit from literacy instruction within the present framework of this book and those learners whose skills are either too poor or too well-developed to do so.

There have been major developments in approaches to adult second language assessment since the 1970s. Teachers have been encouraged to analyse learner needs from both subjective (the learner's and teachers' perceptions) and objective (externally validated) perspectives. The use of needs analysis is common to both ESL and adult literacy contexts and complements a learner-centred approach to teaching. Throughout the 1980s in Australia, however, major developments in ESL assessment took place with the adoption of language proficiency scales (which describe the learner's performance at different levels), the use of criterion-referenced assessment tasks and the adoption of profiling as an approach to describe learners' language skills in different areas of language use. Most recently, some of these approaches have been linked to competency-based approaches to language learning. Parallel developments have occurred in the adult literacy field, though the absence of widely used proficiency descriptions for adult literacy has been a limiting aspect. Further development of a new tool, 'The Interim Literacy Course Matrix' (ILCM), by TAFE and the Department of Employment Education and Training may soon begin to address this gap.

This section includes examples of assessment tasks for use with ESL learners at various stages along the literacy continuum. The sample assessment tasks provided are derived from the competencies described for the four stages or levels of reading and writing development in NESB students. These stages relate to those defined in the *Certificate in Spoken and Written English* (Hagan et al 1993). Further materials can be devised by using the descriptions in Section 3.2. Two assessment tasks are provided at each stage for both reading and writing. The successful completion of both tasks by a learner would indicate that the learner has completed that stage of development.

The student's initial stage of development can be recorded on a student profile such as the one provided in Section 3.5. Although there are no sample materials or criteria included in this book that can be used in assessing students' oral English skills, a list of competencies is

included in Section 3.3. This student information is recorded on the profile only as a relative measurement. It may be the case that, as with other literacy students, oral skills are no indication of the student's level of literacy. However, it may also be that some NESB students have highly developed English literacy skills with very poor oral English skills (Sections 2.2 and 2.5).

It is also important in assessing NESB students to determine the level of literacy the students have achieved in their first language, the language normally spoken in their home and, usually, the medium for their education (L1). (It is worth noting that English may be a second, third, or fourth language for some adult learners). Where possible this L1 assessment can be done subjectively by talking to the students about what they can read and write in their L1. Where this is not possible, due to limited oral English ability, a simple form in 15 community languages is included in Appendix 1. (These forms are reproduced from *Reading and Writing Assessment Kit* [NCELTR 1988] with the permission of the authors). The forms represent a more objective instrument and will indicate if the learner has completed **Stage 1** of literacy development in their L1.

It may well be that some students have had little or no formal education in their first language due to many factors, including isolation and war. Any information about the student's previous education and/or English language study that is provided by the student in the initial interview can be noted on the student profile.

Those students who have had limited education, or who are illiterate in their L1 will be classified as a different type of learner from those who are literate and well-educated in one or more languages. As discussed in Section 2.5, these two groups of learners are referred to as **Bands A** and **B** learners in this book. This terminology is based on the learner pathways classifications used by AMES (NSW).

Once students have been assessed, and their **Band** and **Stage** of literacy development identified, the cross reference to resources for each group of students should be used as a guide to the appropriate means of meeting student needs.

In Section 4, some of the implications of teaching students identified by these assessment procedures will be explored. At this stage, it is important to note that, on the assessed language needs, ESL literacy learners may be allocated to existing adult literacy activities, offered a separate learning activity, referred to another provider or offered one-to-one tuition.

3.2 GUIDELINES FOR NESB STUDENT LITERACY ASSESSMENT PROCEDURES

(Adapted from Navara, D. 1992. **Literacy Assessment Tasks,** *NSW AMES*)

A formal assessment procedure, for use individually with a student, is outlined below. This may be preceded or followed by more informal needs analysis to obtain a better picture of the learner characteristics, and therefore readiness, for different modes of tuition. However, defining what the learner can and cannot do linguistically is an essential first step. The following procedure will help do this.

1. Choosing a Starting Point

Where possible, make an assessment of the students' stage of English literacy development from information about their English language background. This may be obtained by interviewing the student, or from his/her educational records. If the student has very low oral skills, an interpreter will be needed. If there is no way of making this judgement, it is appropriate to begin with the Stage 1 materials. It is always better to start too simply than at a level too difficult for the student.

2. Explaining Assessment

Always explain to the student why you are asking them to do a task and reassure them that they should not worry if they have difficulty with any task. Avoiding the term "test" may help minimise student anxiety.

3. Undertaking Assessment

When giving a task to a student ensure that the student understands the purpose and context of the text, that is, the piece of written language they are dealing with. For example, the first task in **Stage 1** can be contextualised by saying "I'm going to show you an advertisement for a supermarket and ask you some questions about it".

4. Recording Results

If the student can confidently and correctly complete two tasks at any one stage this indicates that that stage of development has been completed. The tasks from the next stage should then be presented. If the two tasks from the next stage cannot be satisfactorily completed, this indicates the student' s current level of development. This level should be recorded on the student profile sheet.

3.3 DESCRIPTION OF FOUR STAGES OF DEVELOPMENT

The following pages present profiles of learners' reading and writing skills at each of the four stages of development (consistent with the **Stages 1-4** as used by AMES (NSW). The teacher/tutor needs to establish, by applying the procedure outlined in 3.2, which stage a student has reached. Sample assessment tasks for doing this can be found in Section 3.9, Assessment Materials.

STAGE ONE

Reading

Can read diagrammatic texts e.g. "no smoking" signs.

Can interpret visuals in diagrams e.g. arrows in flowcharts.

Can identify English script.

Recognises that English is read from left to right.

Can identify own name e.g. on envelope or rent receipt.

Can read numerals in context e.g. timetable, calendars, advertising brochures.

Can recognise shop names e.g. restaurant, chemist.

Can read signs with 1 or 2 words e.g traffic signs.

Can identify common vocabulary on a menu.

Can interpret vocabulary on a simple form.

Can read clothing labels.

Writing

Can copy all letters of the English alphabet in upper and lower case.

Can write all letters independently.

Can record personal information on a simple, formatted text e.g. a form.

Can address an envelope from oral instructions.

STAGE TWO

Reading

Can understand relevant vocabulary and imperative forms in simple instructions e.g vending machines, ATM machines, medicine dosages.

Can interpret bills e.g telephone, electricity.

Can recognise various texts from their layout e.g. job cards, T.V. guides, menus, advertisements, newspaper articles, letters, appointment cards.

Can predict the content of various texts from layout and picture clues.

Can understand and recognise key vocabulary including abbreviations, contractions and formulaic expressions in texts. e.g. product labels, bills, accommodation and job advertisements, memos, application forms, short personal messages, greeting cards, invitations, school notes.

Can access information stored alphabetically e.g. telephone book, dictionary.

Writing

Can write two or three sentences on a familiar topic with few mistakes in spelling, punctuation, sentence structure or script.

Can write two or three sentences (as above), describing a picture.

Can write a short telephone message on a formatted text.

Can write a greeting card.

Can fill in bank forms, cheques etc.

Can write a postcard using correct layout and expressing correctly past and present actions.

Can write a short letter of excuse, explanation or apology e.g. a note to a teacher.

STAGE THREE

Reading

Can understand a sequence of actions in a text

e.g. instructions or a narrative using:

- sequence markers e.g. first, then
- prepositional phrases e.g. in the box
- modals e.g. must, should
- negatives e.g. under no circumstances.

Can use skimming to identify specific items in a text e.g. newspaper articles, sporting results, letters, dictionaries, school reports, short narratives, brochures, pamphlets, by skimming.

Can understand a variety of typefaces or scripts.

Can understand and interpret dependent clauses of time and condition in instructions e.g. using when or if.

Can understand the use of punctuation to construct meaning.

Can identify the main idea/s in various texts e.g. newspaper articles, letters of all types, narratives, notices, brochures and pamphlets.

Writing

Can complete a more detailed form e.g. job application form.

Can write a personal resumé.

Can write a notice or advertisement.

STAGE FOUR

Reading

Can use semantic (relating to word meaning), syntactic (grammatical), or graphophonic (matching sound and symbol) clues to interpret unknown words.

Can understand the meaning in detail in various texts.

Can understand information not explicitly stated in a text.

Can detect the attitude of the writer of a text.

Writing

Can write texts for various purposes e.g. description, narration, explanation, argument, information or persuasion using:

- paragraphs
- cohesive devices in sentences, paragraphs and whole text
- tense appropriately
- appropriate register.

Can takes notes from a talk or video or written text.

Can rewrite from notes.

Can plan or draft longer texts.

Can use a variety of strategies to spell.

3.4 OVERVIEW OF ORAL SKILLS DEVELOPMENT

To help identify the appropriate teaching response, it is useful first to identify those students who have already developed oral language skills in English. NESB Students who are able to use most of the following language skills orally are referred to in this book as **+ *Oral Skills*** and should be able to function in a literacy classroom with native-speaker students. Those who do not have most of these skills will have major difficulties in such classrooms. These students are referred to as **– *Oral Skills*** in the following pages.

- Greet people appropriately.
- Ask about and give personal information e.g. name and address.
- Follow simple instructions and directions.
- Understand simple prepositions of place.
- Use numbers correctly in prices, dates and times.
- Ask 'where', 'when ', 'who' and 'how much/many' questions.
- Make simple requests e.g "I'd like ...".
- Apologise with the word 'sorry' or 'excuse me'.
- Pronounce letters correctly in spelling.
- Express illness with 'have got'.
- Express ability, positive and negative with 'can' and can not.
- Describe family relationships.
- Express daily routines in simple present tense.
- Express likes and dislikes (e.g music, sports).
- Use 'there is / are' in description.
- Recount experiences using simple past tense.
- Express future intentions using present continuous tense or 'be going to' form.
- Understand modals 'must ' and 'may'.
- Use simple adjectives to describe colour, shape, size and temperature.
- Understand the most frequently used idioms and Australian colloquialisms.

Note: The presence of an accent is not in itself an indication of poor oral skills. Most adults who learn a foreign language retain a foreign accent but many develop into excellent speakers of the language.

3.5 STUDENT PROFILE - ENGLISH LITERACY

In conjunction with identifying a student's stage of literacy, the teacher/tutor should make a profile record of the learner's characteristics. A sample form for this follows.(Adapted from Hood, S. & Solomon, N. 1988. *Reading and Writing Assessment Kit - Stage 1. NCELTR*)

Sample ESL Student Profile: English Literacy

Name:_____

First Language (L1)_____

Date of Assessment_____

1. Literacy Stage - [*After assessment, insert stage number in each of the boxes*]

Reading Stage ☐

Writing Stage ☐

2. Language Development - [*Tick the appropriate boxes for this learner*]

a) Reading and Writing Skills in English

- higher than oral ☐
- equal to oral ☐
- lower than oral ☐
- + oral skills ☐
- - oral skills ☐

b) Literacy in first language

- able to fill in form ☐
- unable to fill in form ☐

3. Previous Education - [*Write the appropriate number of years in each box*]

Education Level (Years of formal education) ☐

Previous English study ☐ years

Notes [*Record additional information here*]

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3.6 CASE STUDIES

These studies are included as a guide to assessing students.

1. Tahn is Cambodian and has been in Australia for only a few weeks. He appears not to be able to speak English at all. His uncle, who has been in Australia for some time, brings him to the college for some English tuition. He says Tahn is 18 but did not have very much schooling as a child and is illiterate in his first language. Coming from an isolated, agrarian community, Tahn has no background in Roman script and no concept of the role of literacy in the Australian community. At this stage he has no clear future goals. In a rural context, Tahn would probably be assessed as a **Band A Stage 1** student, with − ***Oral Skills***, and would need to be referred to distance learning or home tutor programs to begin to learn spoken and written English.

2. Carmel is a Spanish speaking student from Nicaragua. She and her family have been in Australia for 2 years. Her husband works and all her children are now at school. Although she can communicate orally in English to a reasonable extent, she can only read and write a few words. She has come to class to learn literacy. She tells you she completed high school in her home country. As well, her background tells you she is familiar with Roman script and the role of literacy. Carmel would probably be assessed as a **Stage 2 Band B** learner with + ***Oral Skills*** and would begin learning using materials for Stage 2 such as those described in section 4.10.

3. Ahmed is 40 years old. He has been in Australia for some time and can communicate orally in English with a good deal of fluency. He has come to the class to improve his English literacy skills to gain better employment. Although he tells you he cannot read or write very well he is assessed as a Stage 3 literacy learner. He later tells you he did two years of engineering at a university in Egypt when he was younger. Ahmed would be assessed as a **Stage 3 Band B** learner with + ***Oral Skills*** and would begin learning using Stage 3 materials such as those described in section 4.10.

4. Xiao Wen is from China. She has been in Australia since 1989. In China she was a dentist but in Australia she has only worked as either a waitress or a cleaner. Her goal is to improve her English so that she can eventually practise dentistry in Australia. She feels she would benefit from a literacy class but is assessed as a **Stage 4 Band B** learner with + ***Oral Skills***. As such Xiao Wen is referred to a specialist course such as the TAFE Open Training and Education Network's English Language Skills: Study Focus program

3.7 LEARNER NEEDS

In both adult literacy and ESL, identifying learner needs is a big step towards effective teaching and learning. Using learner profiles to characterise learners is a short cut to help teachers/tutors plan their program. There are recurrent learning needs related to the process of learning to write in English. This fact, plus the need to group students for teaching purposes, justifies the use of the following learner classifications.

3.7.1 Band A Learners

Students referred to in this book as Band A learners are either illiterate or poorly literate in their first language. As such, they will have limited understanding of print concepts and have more similar needs to literacy students of English speaking backgrounds. However, if these learners have a low oracy level in English as well, they cannot bring to the classroom a background of spoken English which will enable them to predict language in written texts. They may have a poor concept of themselves as learners and feel overwhelmed in a large mixed-ability class. These students need to be encouraged to develop their oral English skills first in other programs.

Some Band A learners will have developed oral skills in English which enable them to discuss with their teachers the aims of an L2 literacy program. However, it cannot be overlooked that they could well have a limited understanding of the role of print as a means of communication and of the skills of reading and writing. These students should be encouraged to use a wide range of strategies in reading and writing texts that relate to their 'real world' experience. They should also be encouraged to set realistic goals for themselves. Where these students are newly arrived, their limited knowledge of Australian culture, as well as emotional and social pressures, may hinder their language and literacy learning. Conversely, their situation may make them extremely highly motivated learners.

Although Band A learners may have little experience or expertise in English or L1 literacy, they have a wealth of knowledge and experience of life and language. This experience needs to be drawn upon. The use of contextual clues, especially pictures, will provide hints to the meaning of texts. Make use of whatever English the student has by linking reading and writing tasks to speaking and listening tasks perhaps in a thematic approach.

3.7.2 Band B Learners

Students referred to in this book as Band B learners have all completed at least six years of schooling and so have literacy skills ranging from adequate to highly developed in their L1. Despite their level of English proficiency these students will have different learning needs to Band A learners.

Whatever the Band B students' L1, whether it involved a Roman or non-Roman script, encourage them to transfer reading and writing strategies from their L1 into English. If they are from a non-Roman script language there may be a problem of script confusion, but this should not be over-emphasised. There may also be a problem where students have learned literacy through different approaches in their L1. These students may lack confidence in taking risks in predicting or skimming information. These types of problems can be overcome by providing a safe learning environment and by guidance through specific learning tasks.

As with Band A learners, encourage these students to rely on contextual clues and to use their own experience and knowledge of spoken English to interpret written texts. Expose the students to a wide variety of texts to encourage the use of different skills. Discourage the attitude that reading involves understanding every word.

Students with high L1 literacy skills at Stage 3 of English literacy development will most often have good oracy skills as well. These students need to be encouraged to continue to develop their reading strategies and to integrate reading and writing into their own program of English language development.

3.8 STUDENT NEEDS SUMMARY

The tables below summarise the learning characteristics of the two learner groups discussed above.

Columns 1 (Reading Stage) and 2 (Writing Stage) indicate the student's literacy level in English as described in Section 3.3. This is mapped against their oral skills in Column 3, leading, in Column 4, to a broad characterisation of the learner.

Table 4 Learner Characteristics, Band A

BAND A Illiterate, limited education in first language			
1. Reading Stage	2. Writing Stage	3. Oral Skills	4. Broad Description
1	1	–	No skills in English yet.
1/2	1/2	+	Poor literacy skills in L1 & English but better developed oral skills.
2	2	–	Some English literacy skills but no oral communications skills.
3	3	+	Good general skills.
3/4	3/4	–	High level of English literacy but unable to communicate orally.
4	4	+	Very high level of English.

Table 5 Learner Characteristics, Band B

BAND B At least 6 years education in any language			
1. Reading Stage	2. Writing Stage	3. Oral Skills	4. Broad Description
1	1	–	No skills in English yet.
1/2	1/2	+	Poor English literacy skills but has a good background for learning.
2	2	–	English literacy skills are developing but cannot communicate orally.
3	3	+	Good general skills.
3/4	3/4	–	High literacy in two languages but no oral English skills.
4	4	+	Very high level of English.

3.9 ASSESSMENT MATERIALS

3.9.1 Reading

As mentioned in Section 3.2 and 3.3, a range of sample reading and writing tasks are included to help illustrate the ESL literacy assessment procedures. These are set out as follows:

For each stage, two tasks are provided ('Task A' and 'Task B').

Each task is named (e.g. 'Supermarket Brochure') and its source identified (either to be obtained by the teacher/tutor or "model text type provided").

Model text types follow the Task A and B descriptions.

A brief description of how to administer the task is included. In each case it is suggested that the task be contextualised, that is, set in its usual real-life context so that the purpose of the task and sample text is made clear to the student.

Task A - Supermarket Brochure

(Use any authentic, locally available brochure.)

Show the student the task and contextualise it by explaining it is a supermarket brochure and that you are going to ask them some questions about it. Without pointing to any of the items, ask questions in the form :

"How much is the .....?", and
"What costs $.....?"

Task B - Menu

(Model text type provided - see below.)

Contextualise this task to make sure the student recognises the text as a menu. Ask questions such as:

"How much is the/a .....?", and
"Can I buy a .....?"

~~~ JOE'S CAFE ~~~

MENU

Sandwiches		**Desserts**	
Chicken	$2.50	Ice Cream	$2.00
Cheese	$2.25	Fruit Salad	$2.75
Salad	$2.75	Chocolate torte	$3.00
		Carrot Cake	$3.00
Burgers		**Extras**	
Chicken	$3.50	Plate of chips	$2.00
Hamburger	$3.00		
Main Meals		**Beverages**	
Fillet Steak	$7.50	Mineral Water	$2.00
Fish, Grilled or fried	$6.00	Coke	$2.00
Chicken Kiev	$6.50	Tea	$1.50
		Coffee	$2.50
Side Salad	*$4.00*		

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Task A - Accommodation advertisement

(Use any authentic, locally available text.)

After contextualising the text, perhaps by showing the student where it came from in the newspaper, for example, check the student's understanding of key vocabulary, including contractions, abbreviations and formulaic expressions.

Task B - Telephone message

(Model text provided - see below.)

After contextualising the text and writing the date and the student's name after 'For .....' on the message, check the student's understanding of the meaning of the whole text by asking a question such as:

Who is the message from?
What is the message?

TELEPHONE MESSAGE

FOR: _____

DATE: _____ **TIME:** *10.20 a.m.*

From: *Sue Fisher*

Of: *IBM*

Phone: *(03) 71 6259 Extn. 26*

Telephoned:	√	**Please ring**	√
Will call again		**Please see**	
Urgent			

Message: *Needs to talk ASAP*

Taken by: *Alice*

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Task A - Text for understanding key information in a text. *(Use any newspaper article relevant to the student's experience.)*

After contextualising the text, through a short discussion of the topic, ask the student to read the text to identify key information such as names of places and participants, dates and times. Reassure the student that you do not expect them to understand everything, only to locate the information asked for. In this task you are assessing the student's ability to scan a text.

Task B - Safety Rules
(Model text provided - see below.)

After contextualising the text in a workplace setting, check the student's comprehension of the text by asking them to paraphrase the information in their own words and/or by asking questions about the notice.

IMPORTANT NOTICE TO ALL EMPLOYEES

From January 1st, 1993 all workers must report to the site office at the beginning and end of their shift. At this time safety equipment will be issued to all workers. No worker is to enter the site without their safety equipment. Any worker who is found on the site without their safety equipment will be dismissed.

General Manager
December 30th, 1992

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Task - Text for detailed comprehension
(Use any authentic text you feel is within the student's experience and interest.)

After contextualising the text and predicting its content by clues from its title, layout and any pictures, ask the student to read it carefully before attempting to answer any of the questions. The student may read the questions before reading the text if they wish. The questions asked by the assessor should reflect the main ideas of the text as well as its details. You should check that the student has understood any implied ideas in the text and the attitude of the writer toward the subject.

STAGE ONE WRITING

Task A - Form filling
(Model text provided.)

After ensuring that the student recognises the text as a form, ask them to complete it with their personal details. The student should be able to put the information in the correct place and spell with reasonable accuracy.

Name: _____

Address: _____

_____ Postcode _____

Telephone: home (___)_____

work (___)_____

Date of Birth _____

Age _____

Nationality _____

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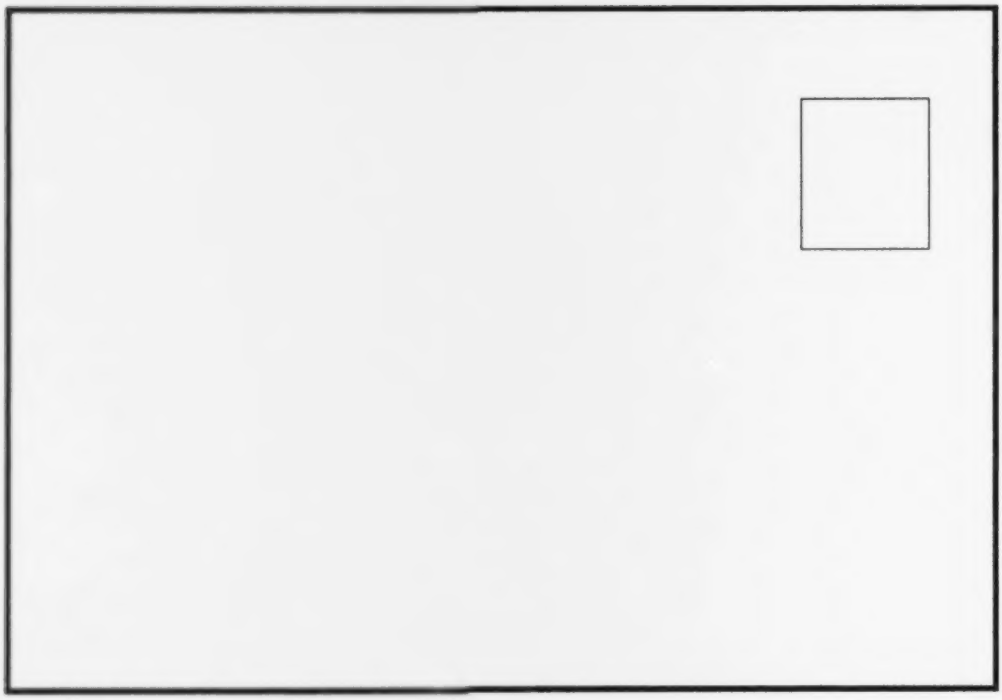
STAGE ONE WRITING

Task B - Dictation - addressing an envelope
(Scaffold provided.)

Ensure the student recognises the scaffold. Tell the student that you are going to tell them the name and address of a friend and you would like them to write that information on the envelope. Choose a fairly simple name and a local address. By spelling some of the words you will also assess the students' understanding of single letter names as well as their knowledge of familiar words such as Mrs, street and their town/city's name.



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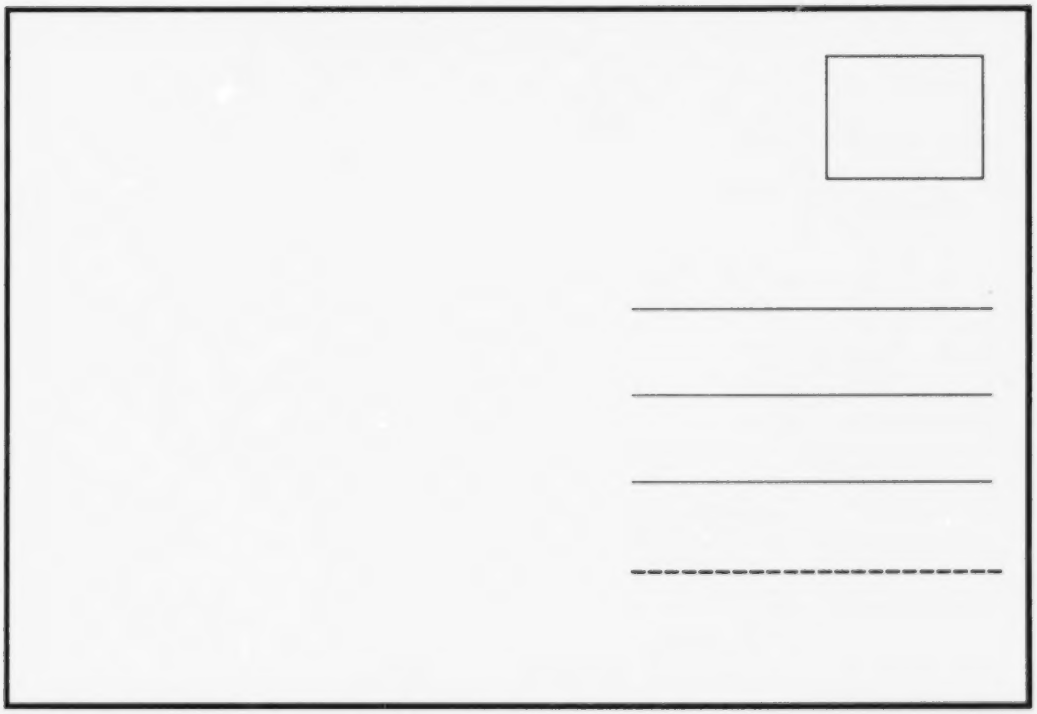
Task A - Writing a Description - My Family

After talking with the student about their family ask them to write as much of that same information as they can. The student should recognise the use of upper and lower case letters and full stops in sentence writing, Three or four short sentences with reasonable spelling is adequate.

Task B - Postcard Writing *(Scaffold provided - see below.)*

Show the student the scaffold of the postcard and contextualise the task by talking about when, where and why postcards are written. Ask them to think about who they are going to write to and why before they begin. When assessing their work check they know the layout of a postcard text as well as the use of appropriate vocabulary and sentence structure.



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Task A - Form filling
(Model text provided.)

Contextualise the form by talking to the student about situations in which they have filled in forms. Talk about the type of information contained in the text without pointing out where it is on the form. In assessing their work look at the amount and the linguistic accuracy of the answers written.

Position applied for: _____

Personal Details:

Name: _____
(Surname) (Other names) (Maiden name)

Address: _____

_____ Postcode: _____

Telephone ( ) _____ Home

_____ Business

Date of Birth: _____ Country of Birth _____

Marital Status: Married ❑ Single ❑ Divorced ❑ Widowed ❑

Name of Spouse: _____ Occupation: _____

Number of dependants: _____

Education:

Name of institution	Qualification/Level Obtained	Years

Employment Record:

Employer	Employed From To	Position	Gross Salary	Reason for leaving

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Task B - Writing a notice to sell a car
(Scaffold provided - see below.)

Contextualise the task by asking the student about their car and how they purchased it. Draw their attention to notice boards in the building. Show them the scaffold and ask them to write a notice to advertise a car for sale. In assessing their work look for correct and appropriate layout, vocabulary, abbreviations such as ONO, contact name etc.

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Task - Writing a longer text

(A) personal
(B) academic or vocational

Depending upon the background of the student ask them to write a letter or an essay on a relevant subject. Your assessment of their work should include an evaluation of their use of:

a) vocabulary, structures and layout appropriate to the text type
b) spelling strategies
c) paragraphing
d) cohesive devices.

Students with well-developed literacy skills will not need as much time for preparing to write but do not ignore this stage. Allow them up to 30 minutes to write. A student who writes a draft or a plan first shows well-developed writing strategies.

3.10 SAMPLE FORM IN COMMUNITY LANGUAGES

The following form is reproduced from Solomon and Hood, 1986, *Reading and Writing Assessment Kit* (NCELTR). It has been translated into 15 community languages. Translations of the form are located in Appendix 1. Teachers/tutors should select the appropriate first language for the student concerned and ask him/her to complete the form in writing. The teacher/tutor should observe the task and note on the student's profile sheet how effectively the student carries out this task. The student's readiness and ability to complete the task is an indicator of basic literacy skills in his/her L1.

Write the information in (L1) where possible

Name: _____

Address: _____

_____

_____

Place of birth (Nationality)_____

Language Spoken: _____

Date of Arrival in Australia: _____

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4. PLANNING A TEACHING PROGRAM

This section contains:

- ☐ A description of the characteristics of program planning for Stage 2 and 3 learners.
- ☐ Broad objectives for Stages 2 and 3 reading and writing development.
- ☐ Guidance on choosing teaching materials.
- ☐ Suggested texts for reading and writing teaching materials.
- ☐ A description of four teaching approaches for ESL literacy.
- ☐ Descriptions of learner needs.
- ☐ Suggested lesson planning strategies.
- ☐ Eight sample lesson plans.

4.1 MEETING STAGE 2 and 3 LEARNER NEEDS IN TEACHING PROGRAMS

The course design process in ESL, like that of many fields of study, can be described as cyclical and consists of the following steps. These may be taken in sequence or there may be some regressing and revising of steps as the cycle proceeds.

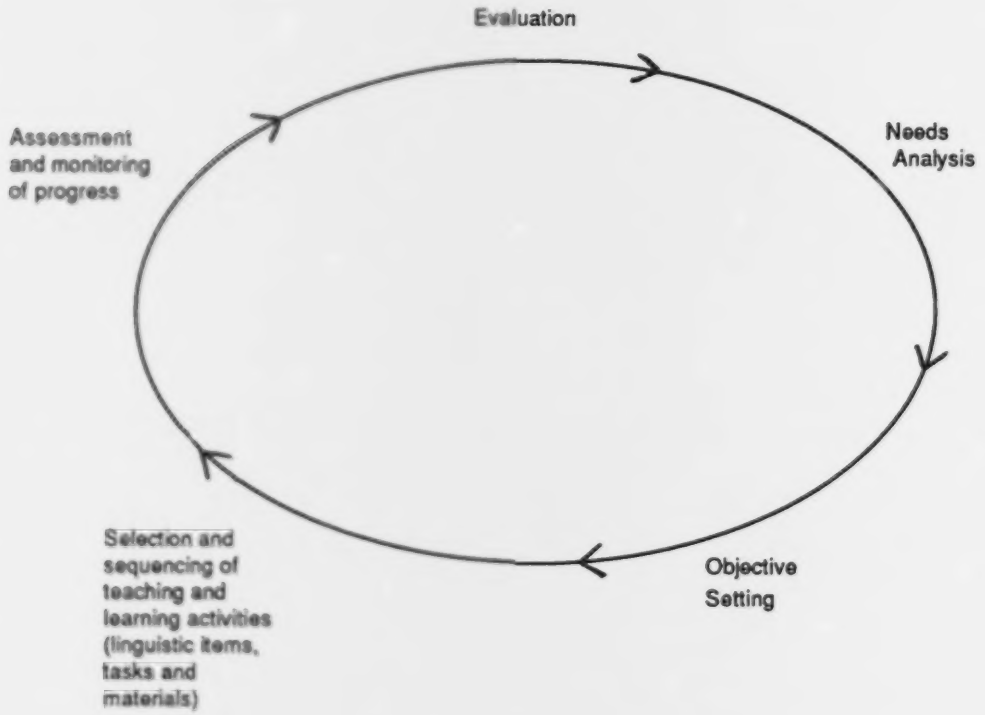

Evaluation
Needs Analysis
Objective Setting
Selection and sequencing of teaching and learning activities (linguistic items, tasks and materials)
Assessment and monitoring of progress

Figure 2 The Course Design Process in ESL

Section 3 looked at aspects of the needs analysis phase. This section focuses on some of the remaining aspects of planning a program of study, i.e. objective setting, selection of content and materials and the methodologies for presenting these. It is beyond the scope of the present work to deal fully with course evaluation but suggestions on formative (diagnostic) and summative (achievement) assessment are included in the discussion. The section highlights aspects of the course design program that are crucial to the teaching of ESL reading and writing skills to Stage 2 and 3 learners.

4.1.1 Objectives

Course objectives are initially derived from the needs analysis of a class group and individuals within that group. These needs express competencies learners need to acquire. Objective setting is an ongoing process that is always open to change. Objectives should specify what the student(s) will be able to do as a result of the learning program (i.e. the results of effective learning). Objectives are developed through reference to the intended learner outcomes of a lesson or series of lessons. In the sample lessons included in this book the objectives are divided into objectives of knowledge, skills and attitude development.

Objectives provide a reference point for students and teachers. They provide a basis for selecting activities and materials as well as a basis for course evaluation and student assessment.

4.1.2 Selecting Activities and Materials

From the setting of objectives, the next step in course design involves selection and sequencing of tasks, activities, language elements and materials. To some extent, this step incorporates decisions about methodology, since how something is taught is a function of both the learning process and the content. In the learning of a language, 'content' is both language items and how to use them. Decisions about which items to teach in which order are based on:

- the perceived complexity of language items
- the relative value (usefulness) of items
- the learner's existing level of knowledge.

At lower levels of proficiency, items need to have an immediate, concrete application for the learner and should be essential to his/her immediate communication needs. Once the learner has established some basic language functions, then the focus can broaden a little. Nevertheless, it remains essential to teach items within a communication context and this is best done through selecting texts, rather than lower-order language items as a starting point. The learner needs to learn how to do things in English, and not just about English.

4.1.3 Contextualisation

To develop literacy skills students must be able to understand the meaning of the language involved in each learning task. This is achieved through contextualisation of the task. With NESB students it is especially important to work to reading and writing via spoken English. This will involve the pre-teaching of important vocabulary, structures and expressions as well as text organisation. By first exploring the purpose of these linguistic features orally, the reading and writing process will be facilitated. This helps the learner to build up both the social context and the language base.

4.1.4 Materials

ESL teachers use a wide range of materials for teaching literacy skills. These include both highly specialised and non-specialist materials.

Highly specialised teaching materials are materials which are specifically written for a clearly defined target group (e.g. the beginning student who is literate in his/her own language and has control of Roman script) to teach one or more skill (speaking, listening, reading and writing). Course books typically integrate the teaching of all four 'macroskills' as they are called, while specific texts may also be produced for a single macroskill (e.g. reading strategies).

Non-specialist materials are materials around which teachers design specific activities suitable for the level and type of learner and his/her learning goals. It is this second area which is more likely to be accessible to the literacy teacher/tutor, since commercially produced materials may not be as readily accessible or as specifically targeted to learner needs. They can be useful for suggesting ideas and activities but often, for the literacy student, more immediately relevant material from his/her own environment is both more useful and more meaningful. Such material also lends itself very well to adaptation for mixed level groups, since it is the teacher, not the materials writer, who decides on the level of difficulty and complexity of each task. The teacher can produce a number of activities at different levels around the one piece of authentic material. In this way he/she can accommodate the needs of ESL learners at different stages and simultaneously those of the adult literacy student. Authentic materials include telephone books, newspaper advertisements, signs, forms, letters and messages - in fact any examples of written texts in daily life, provided their message is accessible in topic, tone and complexity.

a) Choosing Materials for ESL Reading

Texts chosen for classroom activities must have the potential to mean something to the reader in terms of their knowledge and experience. Further, because reading is a process of understanding written language and not merely decoding symbols into sounds, readers need to be aware of the way different texts are organised. This information helps learners to predict the content of a text before and during reading. This in turn aids fluency. Often with NESB students this type of information needs to be explicitly taught as some text types are culturally specific. Reading will always be facilitated by the use of contextual clues. These are apparent when the text is in its complete setting or accompanied by pictures.

b) Choosing Materials for ESL Writing

Writing is not a process of producing isolated words and sentences. It is a process of creating a text for a specific purpose and audience. In teaching writing skills the focus is to be on the whole text rather than on individual elements. Students should be made aware that meaning is conveyed through the way the text is organised as well as through the vocabulary, sentence structure and punctuation used in the text. Students also need to develop an awareness, through exposure to different texts, that texts vary in their organisation, level of formality, vocabulary and structure.

Writing at lower levels is facilitated by focusing on texts which are closer to spoken forms of language e.g. messages or simple forms. These texts in turn provide a context for students to focus on sentence structure, spelling and handwriting.

c) Principles for Selection of Teaching/Learning Materials

In making decisions about which specific materials to use in any teaching situation the teacher/tutor should consider the following:

Materials should:

- reflect the idea that reading is meaning-centred and not a decoding process and writing is for creating texts to communicate with a reader;
- relate to the learner's social and cultural experiences;
- be suitable for adults;
- be at an appropriate level of difficulty;
- aim to develop reading and writing skills;
- relate to learner needs.

Ways of evaluating such materials are considered in 4.2.

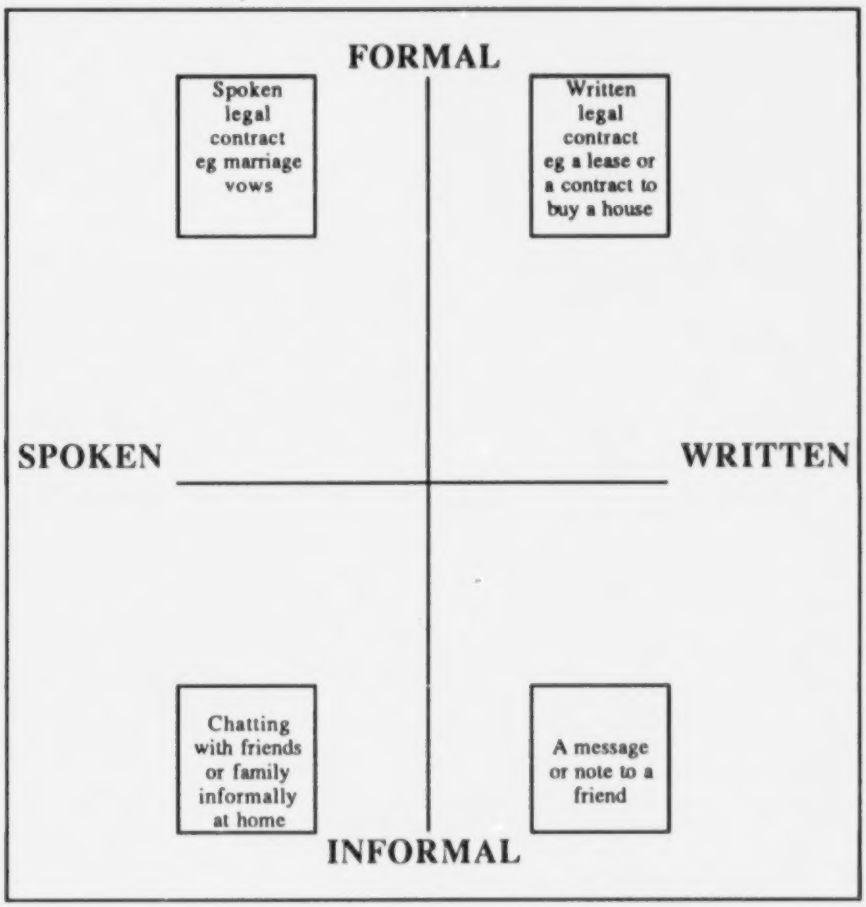
4.1.5 Developing Oral English Skills

Before looking at specific ESL literacy strategies the teacher/tutor needs to consider ways of dealing with students' oral skills development.

Students can be encouraged to develop their oral English skills within the classroom setting and outside it in a number of ways. By beginning literacy instruction with texts which are closer to oral forms, the development of both oral and written language skills can go hand in hand. NESB students will always need more practice in vocabulary than other students. This may be in the form of written exercises as well as practice in pronunciation skills at the word and sentence level. A thematic approach to learning can mean that vocabulary is more easily reinforced in a variety of contexts.

4.2 ASSESSING THE LEVEL OF DIFFICULTY IN A TEXT

One approach to text difficulty is to consider how formal the text is. The closer a text is to a spoken form and the less formal it is, the easier it is to read and/or write. The following diagram highlights these two criteria. The four boxed texts represent the most and least formal spoken and written forms.


FORMAL
Spoken legal contract eg marriage vows
Written legal contract eg a lease or a contract to buy a house
SPOKEN
WRITTEN
Chatting with friends or family informally at home
A message or note to a friend
INFORMAL

In making decisions on whether a learner will be able to respond to a particular text, it is important to consider how close it is to informal casual conversation since this is usually the most accessible language for the ESL learner. Throughout schooling and beyond, all users of English are trained gradually to read and write more formal texts. Many native speakers never feel at ease with very formal texts such as contracts, so level of formality is an important element in deciding if a text is suitable for literacy students.

4.3 METHODOLOGIES

In the teaching of ESL literacy, there are a number of approaches available to the teacher who may work with one or more of them in a given program. They are not mutually exclusive. However, the focus of this publication is on a combination of a text-based and thematic approach. The four dominant approaches are outlined below.

4.3.1 Language Experience Approach

This approach is primarily aimed at developing reading. The process involves the teacher recording a text provided orally by a student. The student is then assisted to read the text either with the help of a recording of the text or by reading it along with the teacher. Gradually the student is able to record his/her own text. This approach is familiar in the adult literacy field and is drawn from a learner-centred approach to education.

Advantages	Disadvantages
- *can be used with an individual or whole group following a shared activity or experience*	- *does not always highlight the differences between spoken and written language*
- *is directly related to student experience*	- *may be difficult to move beyond simple formulaic texts*
	- *can produce a limited amount of text types*

4.3.2 A Reading Strategies Approach

This is an holistic approach to reading texts rather than an approach focusing on individual words or sentences. The approach utilises the context and format, that is, layout or structure of the texts as a source of meaning. Individual word recognition is developed within the context of making whole meanings. It develops skills in procedures such as skimming for key information, scanning for specific terms or answers, and guessing word meanings from context.

Advantages	Disadvantages
- allows learners to extract what is useful and to ignore what is as yet inaccessible by scanning and skimming whole texts - helps learners to use prediction skills to aid fluency	- students may initially feel insecure when they do not recognise every word in a text

4.3.3 A Text-Based Approach

A text-based approach is most often used for developing writing skills. Again, it is an holistic approach. The teacher provides a model of the text and leads students through an analysis of the model highlighting the important features. This model can at first be a highly simplified version of the text so as to draw the student's attention to key features, without the distraction of non-essential elements. Students then create their own text by gradually moving from copying the model to generating their own texts independently. This is the approach outlined in Section 2 above and largely illustrated in the remainder of this section.

Advantages	Disadvantages
- provides a structure or scaffold for the students' writing texts - can be directly related to students' needs by focusing on features of the text that students are unable to produce in their independent writing - texts can be created by individuals or jointly by the class	- requires the teacher to be fully aware of how the language is being used in a text to fulfil the purposes of that text

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4.3.4 A Thematic Approach

In a thematic approach texts are chosen for their relevance to a particular theme or topic. Themes can be chosen that best suit student needs. It is a method of integrating speaking, reading and writing tasks. A thematic approach can be used to source texts that are then taught through text-based and modelling approaches.

Advantages	Disadvantages
- *helps to reinforce vocabulary, formulaic expressions and structures common to theme in different contexts*	- *not all themes are equally able to supply a set of texts for study* - *not all texts relating to one theme are at the same level of difficulty*

4.4 SUGGESTED TEXTS FOR WRITING TASKS

As discussed in 4.1.4 above, many real-life texts can be used by the ESL literacy teacher. Writing texts will vary in their degree of formality and the extent to which they are formulaic, that is, the degree to which the language used varies, or is predictable. For example, the language required on banking forms is fairly stable whereas the language of narratives is far less predictable. The following list of texts are grouped according to such criteria.

1. Written texts similar to spoken form	• telephone messages • personal notes • diary entries
2. Formulaic texts with set format	• greeting card messages • bank forms • application forms • fax cover sheets • claim forms • resumes
3. Formulaic texts with looser format	• advertisements • notices • postcards
4. Formal texts with little formulaic language	• descriptions of pictures or narratives from picture stories • business letters • reports • narratives (short stories) • essays • summaries

Teachers/tutors can select the appropriate text-type for their learner's level, purpose and interest. Usually it is possible to tailor it to the local context e.g. by obtaining sample texts from local papers, notices, school forms and friends. However, it is also necessary to move beyond the purely local into more 'distant' texts once learners progress to an intermediate level.

4.5 SUGGESTED SOURCES FOR READING TEXTS

There is a wide range of sources for reading texts for use in teaching ESL literacy. These are both cheap and easily accessible.

a) **Texts with only graphics or graphics and minimal print information**

floor plans	diagrams	graphs & charts	advertisements
cartoons	signs & notices	billboards	posters
product labels			

b) **Texts with predetermined layout**

menus	invoices	dockets	bills
telephone books	memos	recipes	maps
timetables	calendars	appointment cards	dictionaries
TV guides	school reports		

c) **Texts with less predictable structure and extensive print information**

newspaper articles	magazine articles	manuals	reports
brochures	pamphlets	formal letters	short stories
instructions	reference books		

The texts in groups A and B convey meaning not only through their content but through their layout. These texts are often more easily read by learners. However, some are culturally specific and need to be carefully contextualised if they are to be useful in teaching/learning activities. Further, the reading of graphics and plans also requires the development of specialised skills which not all learners will have in their L1. Learners with minimal formal education may not be able to work with street maps, floor plans and other 'bird's eye view' documents until they work through the process of conceptualising this perspective with a teacher.

4.6 READING OBJECTIVES ACROSS TEXT TYPES

In developing reading skills, there are a number of over-riding objectives which each text-type can be used to work towards. All literacy students need to learn to do the following:

- develop confidence in approaching reading;
- recognise key words and expressions in context;
- recognise and interpret abbreviations;
- make predictions about content from information known or given;
- predict content on an ongoing basis while reading;
- use reference skills to locate information stored alphabetically or numerically;
- recognise the way ideas are ordered in a text;
- skim a text for overview or gist;
- scan a text for specific information;
- recognise the function of connectors within and between sentences (Such connectors are known technically as discourse cohesive markers.)

reference markers	-	pronouns (he, her, themselves etc.)
conjunction markers	-	temporal (by, until, then etc.)
	-	spatial (wherever etc.)
	-	manner (as, like etc.)
	-	causal (because, so etc.)
	-	addition (and, also etc.)
	-	elaboration (for example etc.)
	-	condition (if etc.)
lexical (vocabulary)	-	collocation (i.e. words that frequently occur together)
	-	synonyms (i.e. words with the same meaning);

- recognise that texts vary according to who is writing to whom, about what and for what purpose. These factors constitute the context of the text. This influence of context on the text is technically called the register of the text;
- develop reading vocabulary and knowledge of grammatical structures within sentences that will lead to a more detailed comprehension of texts.

4.7 WRITING OBJECTIVES ACROSS TEXT TYPES

Similarly, in writing, there are a number of broad objectives for the writing student.

He/she must:

- develop confidence in writing;
- Accurately use upper and lower case letters and full stops to form sentences;
- use appropriate single clause sentence structures correctly;
- use vocabulary and expressions appropriate to an expanding repertoire of text type and topics which still relate fairly closely to personal experience;
- write key content words in messages with sufficient accuracy for communication;
- use appropriate layout in notes, postcards and short personal letters;
- recognise that there are differences in spoken and written language;
- use a variety of devices to form a cohesive text (i.e. a text where sentences/sections are logically connected to each other);
- organise ideas in a way appropriate to the text;
- use an appropriate register for the text (i.e. an appropriate level of formality);
- spell with reasonable accuracy;
- punctuate with reasonable accuracy;
- develop strategies for self-correction of spelling and punctuation;
- use a variety of sentence structures accurately;
- select vocabulary suitable to a variety of texts and topics;
- develop strategies for getting started and planning texts;
- structure a text using paragraphs;
- write a brief report from notes based on spoken information.

4.8 THE STAGES OF PLANNING A TEACHING ACTIVITY

This section explores ways of integrating decisions about approach, text-type and learning activity which have been discussed in the preceding pages. It begins with a thematic approach within which particular texts can be identified. It moves on to illustrating how teachers/tutors can present and help students practise different text-types relevant to the theme. Six steps in the process of planning a teaching activity are suggested:

1. choosing a theme relevant to student needs and experiences;

2. listing all the texts relevant to that theme;

3. choosing a text from the list which can be used to develop the students' reading and writing skills;

4. analysing the chosen text for:

   (a) its linguistic features e.g. verb tense or connecting words (cohesive markers)

   (b) the vocabulary and expressions essential to the text type;

5. setting objectives for:

   (a) the knowledge students need to read or write the text

   (b) the skills the students need to read or write the text

   (c) the attitudes the students need to develop to assist them to read or write the text;

6. designing activities to achieve the objectives.

4.9 PLANNING SAMPLE ACTIVITIES

In this section a thematic approach has been used as a basis for classifying texts. Two themes are used for the sample lessons: 'Health and Safety' and 'Seeking Employment'. It is envisaged that such themes would be explored by a class over a period of time. During this time, spoken texts would be practised first, for vocabulary learning and reinforcement. They would also serve to contextualise the reading and writing activities to follow and provide a basis for the comparison of spoken and written language. The suggested activities for direct literacy teaching texts are drawn from text-based and reading strategies approaches. The reading, writing and speaking/listening texts for each theme are listed. These texts are ordered in level of difficulty using the principles discussed in section 4.1.4(c).

From the lists of texts, two reading and two writing texts have been chosen, around which sample learning activities have been developed. The objectives for these activities, that is, what the students should achieve through the activities, are directly related to the literacy objectives as described in Sections 4.6 and 4.7.

In each example, a common format is used to describe the planning process. First, the teaching objectives are isolated in terms of the knowledge, skills and attitudes the learner must develop to understand or produce the text. Then the text is analysed for its linguistic characteristics (linguistic features) and core vocabulary and expressions. These, in turn, form the lesson content, that is, the material the learner must come to understand and use appropriately if he/she is to be able to read or write this text in everyday life. For each example, a brief outline of how to contextualise the text and task, i.e. ways of making the text personally relevant to the learners, is suggested. Finally, suggested classroom activities are described to help achieve the objectives. For Example 1, a description of the tables is included. The remaining examples omit this extra description, to avoid repetition.

As discussed in section 2.4.1, the teaching/learning process is made up of a series of steps. In each example that follows, a knowledge of the field is developed in the contextualisation process. The segments of modelling joint negotiation and independent construction of text are achieved through the teaching/learning activities described.

4.10 EXAMPLES OF PLANNING

Theme 1: Health & Safety

Listed below are a range of texts, in order of difficulty, based on structure and level of formality.

Reading	Writing	Speaking/Listening
appointment cards *surgery/hospital signs* *safety signs* *bills* *medicine labels* *first aid instructions* *health & safety pamphlets & information* *Simplified reader:* *Moore, C J & Allott, R V 1981, Industrial Safety. Heinmann Educational Books, London*	*get well card message* *school absence notes* *leave forms* *claim forms* *accident reports (injury/illness)* *medical histories*	*telephoning* *(a) emergency number* *(b) a doctor for appointment* *(c) to report in sick for self or other* *doctor interview* *buying non-prescription medicines at a chemist*

From this list, the selected teaching text at Stage 2 is *'medicine labels'*. The selected writing text at Stage 2 is *'school absence notes'*. Stage 3 texts selected are a *health and safety pamphlet* for reading and an *injury/illness report* for writing. These specific texts are illustrated in part because they have ready application to the individual. The teacher/tutor would not, however, choose a text such as the school absence note, unless the student was a parent of school aged children, i.e. the following pages illustrate an approach to planning which can be adapted for texts relevant to the specific student and his/her context.

In the following pages, an approach to planning learning activities for each of the selected texts is described in turn.

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Example 1

Theme: **Health & Safety**
Class: **Reading Stage 2**
Text: **Medicine Labels (*Authentic texts supplied by teacher.*)**

The tables below summarise information underlying the teaching activity. The teacher/tutor should identify what it is the student needs to know about medicine labels in order to learn to read them; he/she needs specific reading skills to understand the labels and to appreciate the function of the labels (attitude objective). The text analysis table summarises the language features of the sample text. These will be the focus for the teaching activity.

Objectives		
Knowledge	Skills	Attitudes
- *know the format of packaged medicines* - *recognise symbols used on labels*	- *scan for key words* - *discriminate poisons*	- *read all unknown labels with care*

Text Analysis	
Linguistic Features	Core Vocabulary & Expressions
The use of numbers and expressions to express frequency and quantity. *Use of imperative verb form and object* *e.g. Take 3 teaspoons at night* *Apply cream to rash*	*Adult, child, dosage, times a day, external, keep out of reach, warning, poison, tablet, capsule, cream, take, apply, use, insert*

(a) Contextualisation

This reading task should arise in context after oral work around a doctor's visit and the writing of a prescription.

The more real the examples of medicine packages available to the students, the more contextualisation will be achieved.

(b) Suggested Teaching/Learning Activities

Individual simplified dosage instructions with only the key information are presented to the class e.g. two tablets three times a day; take one capsule at night; children's dosage one tablet every three hours; 15 mls after meals. The students practise interpreting the numbers and expressions representing either frequency or quantity. These same key words and numbers are then identified by the students on the real medicine containers provided by the teacher.

Later, the words 'poison' and 'warning' are introduced and explained. These words can be identified on other labels.

Example 2

Theme: **Health & Safety**
Class: **Writing Stage 2**
Text: **School Absence Note (*Model Text*)**

Objectives		
Knowledge	**Skills**	**Attitudes**
appropriate vocabulary and expressions for this text type *the format of a note*	- *write a note from a model* - *recognise the difference between spoken and written excuse*	*Understand a parent's obligation to explain children's absences from school*

Text Analysis	
Linguistic Features	**Core Vocabulary & Expressions**
causal conjunction - because *simple past tense* *reference pronouns (he, she etc)* *layout of note*	*names of common illnesses and injuries* *Yours sincerely*

(a) Contextualisation

This activity may be introduced by first talking about what students would do if they were sick and unable to attend class. There may be some oral practice of telephoning to explain their absence. Then, within the Australia context, the obligation of parents to send written notes to school to explain children's absences can be introduced. (This practice may vary from culture to culture.) Once the role of the absence note has been established the model can be presented.

Model

24.11.92

Dear Mrs Mulligan,

Paul couldn't come to school yesterday because he was sick.

Yours sincerely
Mary Jackson

The class is guided through the model to highlight:

(a) the differences between spoken and written explanation (telephone call vs. note);

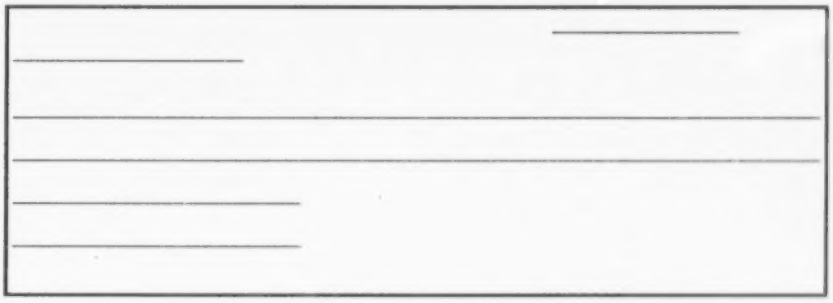
(b) the layout or format of the note;

(c) the linguistic features (simple past tense, reference pronoun 'he', causal conjunction 'because').

(b) Suggested Teaching/Learning Activities

(i) Students reconstruct note from cut up sections.
(ii) Students reconstruct letter using a cloze technique.
(iii) Students copy letter adapting it to suit their personal circumstances.
(iv) Class construct a second letter changing the vocabulary where possible.
(v) Students write their own note on a scaffold.

Scaffold for Layout



(This example is adapted from Cornish, S. 1992. NSW AMES. Sydney)

Example 3

Theme: **Health & Safety**

Class: **Reading Stage 3**

Text: **Health and Safety information 'VDU Work Station Adjustments for Better Health and Comfort' (*Authentic text from UNE*)**

Objectives		
Knowledge	Skills	Attitudes
- *know the function of the connectors used in the text* - *know the meaning of the key vocabulary and symbols used in the text*	- *use picture and number clues to increase understanding of the text* - *scan the text for key words and ideas suggested by the pictures for greater comprehension*	*have a positive attitude toward health and safety issues in the workplace* *to ignore inaccessible language when overall meaning is clear*

Text Analysis	
Linguistic Features	Core Vocabulary & Expressions
Imperative verb form plus object e.g. set screen , adjust the back *modal verb - should and should not* *connectors - while, so*	*adjust, adjustment, forearm, keyboard, angle, knee, ankle, °(degrees) shoulders, distance mm (millimetres), VDU, screen, tilt, foot, feet, horizontal.*

(a) Contextualisation

This text is most suitable for students who are, or may in the future, work at a VDU station. Much of the key vocabulary describing the computer and body parts may have been taught in another theme.

(b) Suggested Teaching/Learning Activities

(i) Students suggest oral texts for each picture.

(ii) Students match texts to pictures.

(iii) Students scan each section for key words.

(iv) Students adjust equipment as described in the text to demonstrate understanding.

VDU WORK STATION ADJUSTMENTS FOR BETTER HEALTH AND COMFORT

1. All adjustments should be made by the operator while seated in the working position. Set the seat height so that forearms are at a comfortable height to the keyboard. Ideally the seat should be tilted slightly up rather than being horizontal and the angle of the knee and ankle joints should be 90° or more.

2. Adjust the back rest height so that the lumbar region is supported. The top edge should not contact the shoulder blades. Chairs with arm rests should not be used for VDU operation.

3. Set the back rest horizontally to pressure the spine in the lumbar region into a comfortable concave position. The back rest structure should flex slightly under pressure.

4. Adjust the keyboard height as low as comfortable so that forearms are at least horizontal (90° to upper arms or more). Shoulders should be back and not hunched.

5. Set screen distance from eyes to comfortable distance approximately 450 to 500 mm.

6. Adjust VDU height so that sight line to centre of screen is approx. 20° below.

7. Adjust tilt of VDU to approximately 90° on sight line.

8. Use a foot rest if necessary to avoid compression of the underside of the thigh and to ensure that the feet are flat and firmly placed.

Figure 3 Sample Text - Work Safety Sheet

Example 4

Theme: **Health & Safety**
Class: **Writing Stage 3**
Text: **Injury/Illness Report (*Model*)**

Objectives		
Knowledge	Skills	Attitudes
- *know key vocabulary and expressions* - *use the appropriate vocabulary and sentence structure to describe an accident in this format*	- *predict the information asked for on an injury report* - *recognise the differences between spoken and written accounts of an accident* - *discriminate between yes/no and wh questions*	*understand the importance of completing these types of reports accurately*

Text Analysis	
Linguistic Features	Core Vocabulary & Expressions
- *past progressive verb tense in reporting events surrounding the injury/accident* - *temporal connectors e.g. when, while* - *question forms* - *layout of text*	*incident, locality, injury, eyewitness, first aid, by whom? cause, exact, names of body parts and injuries.*

(a) Contextualisation

This activity represents a progression from oral activities describing past accidents, illnesses or injuries. In such activities some of the vocabulary would have been practised e.g. parts of the body and types of injuries. When the written text is introduced, similarities and differences, in the vocabulary and grammatical structures needed, will be highlighted; for example, the terms 'locality' and 'by whom' and the way the information about the accident is broken up on the form.

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(b) Suggested Teaching/Learning Activities

(i) Using a modelling approach, the form would be presented (as a whole or section by section) with both question and answer completed. The linguistic features and vocabulary can be highlighted on the model.

(ii) Students match questions and answers.

(iii) Students copy answers from model changing personal details.

(iv) Class constructs a report of an incident viewed by all, perhaps on video.

(v) Individuals construct the text independently from personal experience or written description or video

Suggested Model Text

WORK RELATED ILLNESS/INJURY REPORT

(To be completed within 24 hours of incident)

1. Staff Member's full name .....

2. Classification..... Department.....

3. Exact location of incident .....

   .....

4. Date of incident .....

5. Time of incident..... am/pm

6. (a) Nature of injuries and part of body .....

   (b) Did the staff member continue to work after incident? .....

   (c) Date and time if work ceased .....

   (d) Date and time duties resumed .....

   (e) Staff member's normal working hours .....

7. Was the staff member injured while doing something which was not part of his/her particular employment or at a place where the staff member was not required to be? YES/NO

8. State clearly what the staff member was doing at the time of the incident .....

   .....

   .....

   .....

   .....

9. Was first aid treatment given? ..... By Whom ? .....

10. Was medical treatment given? ..... By Whom ? .....

11. Was any equipment involved in the incident? .....

12. State the causes and circumstances of the incident .....

    .....

    .....

    .....

13. Name of person making report .....

    Signature ..... Date .....

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Theme 2: Seeking Employment

This section begins exemplification of planning teaching activities for a second theme 'Seeking Employment'. The procedure parallels that used in relation to Theme 1: 'Health and Safety' in the preceding pages.

Texts: ***(In order of difficulty)***

Reading	Writing	Speaking/Listening
CES job cards newspaper advertisements job descriptions CES/TAFE brochures/ pamphlets on job skill training programs	application forms resumes letters of application	- asking for information at CES - telephone enquiries/requests - job interviews

Example 5

Theme: **Seeking Employment**

Class: **Reading Stage 2**

Text: **Newspaper job advertisements (*Authentic text taken from classified page of local paper.*)**

Objectives		
Knowledge	Skills	Attitudes
know key vocabulary relevant to own abilities/qualifications *recognise how to follow up suitable advertisements* *recognise and understand common abbreviations used in job advertisements*	*locate job advertisements in relevant local papers* *identify key information in the advertisements by scanning* *recognise differences between spoken and written descriptions of jobs*	*to scan all advertisements to discover if they are suitable*

Text Analysis	
Linguistic Features	Core Vocabulary & Expressions
imperative form of verb plus object *e.g. have a.....,* *be prepared to.....,* *phone.....,* *layout of advertisements*	*position, application, vacancy, C.V., enquiries, ability, experience, essential, km, salary, qualifications, references, referee, hrs, in writing, per, casual, part-time, applicant, duties, desirable, award*

(a) Contextualisation

This activity may be individualised for the teaching of some vocabulary specifically related to each student's work skills. All vocabulary related to this would be practised orally first with students describing their skills/qualifications and experiences in the work force. The vocabulary, expressions and linguistic features of the reading texts would be taught to the whole class.

(b) Suggested Teaching/Learning Activities

(i) Matching abbreviations to full forms and vice versa.

(ii) Locating job advertisements in local papers.

(iii) Locating key vocabulary in texts.

(iv) Discriminating texts which are suitable or unsuitable for individuals.

(v) Placing key information e.g. job title or information about where to apply on blank scaffolds.

(vi) Completing advertisements in cloze form.

Example 6

Theme: **Seeking Employment**

Class: **Writing Stage 2**

Text: **Job Application form (*model texts for practice and authentic text material where possible covering a wide range of application forms*)**

Objectives		
Knowledge	Skills	Attitudes
know key vocabulary in questions *correct spelling of key information*	*correct placement of information on form e.g. on letter in each box, block letters if needed etc* *predict information required on the form*	*fill in application forms as accurately as possible*

Text Analysis	
Linguistic Features	Core Vocabulary & Expressions
- *format of text*	*birth, maiden name, education, experience, record background, institution, employer, dates, position, marital status, vocabulary, duties, gross salary, reason for leaving, interests, dependants*

(a) Contextualisation

These activities would follow in sequence combining job advertisements and applications. Students should practise describing their educational and employment histories orally first to sequence this information correctly. (Form-filling activities of basic bio-data have probably preceded these activities.)

(b) Suggested Teaching/Learning Activities

(i) Modelling activities using the whole text or parts of it.

(ii) Analysis of features of the text format.

(iii) Completing a model text with personal information.

(iv) Identifying key vocabulary on authentic texts.

(v) Completing authentic texts with personal information.

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Suggested Model Text

Position applied for: _____

_____

Personal Details:

Name: _____

(Surname) (Other names) (Maiden name)

Address: _____

_____ Postcode: _____

Telephone ( ) _____ Home

_____ Business

Date of Birth: _____ Country of Birth _____

Marital Status: Married ❑ Single ❑ Divorced ❑ Widowed ❑

Name of Spouse: _____ Occupation: _____

Number of dependants: _____

Education:

Name of institution	Years	Qualification/Level Obtained

Employment Record:

Employer	Employed From To	Position	Gross Salary	Reason for leaving

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Example 7

Theme: **Seeking Employment**
Class: **Reading Stage 3**
Text: **DEET pamphlet - Help Yourself to Work**

Objectives		
Knowledge	Skills	Attitudes
- *the format of pamphlets* - *the key vocabulary*	- *scan a text to locate key information* - *use format to locate information*	- *ignore parts of the text that are inaccessible or irrelevant*

Text Analysis	
Linguistic Features	Core Vocabulary & Expressions
- *present simple tense e.g. 'You learn___'* - *imperative form e.g. 'Ask at ___*	*training, booklet* *federal government* *aim, eligible* *free of charge* *employers* *interview*

(a) Contextualisation

This activity may follow on from a discussion of ways for students to improve their employment chances. The information in the text must be personalised to fit in with local realities.

(b) Suggested Teaching/Learning Activities

(i) Key vocabulary is learnt in speaking/discussion activities about employment and employment schemes.

(ii) Students scan sections of the text to find key information.

(iii) Students reassemble parts of a 'cut-up' text to group information under headings such as: Who? Why? Where? How?

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Example 8

Theme: **Seeking Employment**
Class: **Writing Stage 3**
Text: **Letter of Application (*Model text.*)**

Objectives		
Knowledge	Skills	Attitudes
- *appropriate vocabulary and sentence structures for text* - *format of text* - *content of text*	- *sequence information using connectors* - *present information in paragraphs* - *spell and punctuate the text accurately*	- *accept drafting and editing as part of the writing process*

Text Analysis	
Linguistic Features	Core Vocabulary & Expressions
- *format of business letter* - *verb tense use in personal history e.g. simple past "I worked .... "vs. present perfect "I've been involved in ....."* - *Use of present tense to describe actions in letter* - *temporal and sequence connectors e.g. after, since*	*I am writing.....* *I enclose/attach.....* *I look forward.....* *Yours faithfully.....* *the position advertised* *I am able to start the position*

(a) Contextualisation

This activity may not be relevant to all students. It may be used as an extension of writing skills acquired in filling out job application forms. The similarities and differences between these two text-types (i.e. application forms vs. letters of application) is important to highlight.

(b) Suggested Teaching/Learning Activities

(i) Discussion of the format of personal and business letters e.g. placement of address.

(ii) Discussion of language used on job application form in model letter of application.

(iii) Analysis of model text for key vocabulary and linguistic features.

(iv) Cloze activities to reinforce key features of text.

(v) Reconstruction of whole text and paragraphs.

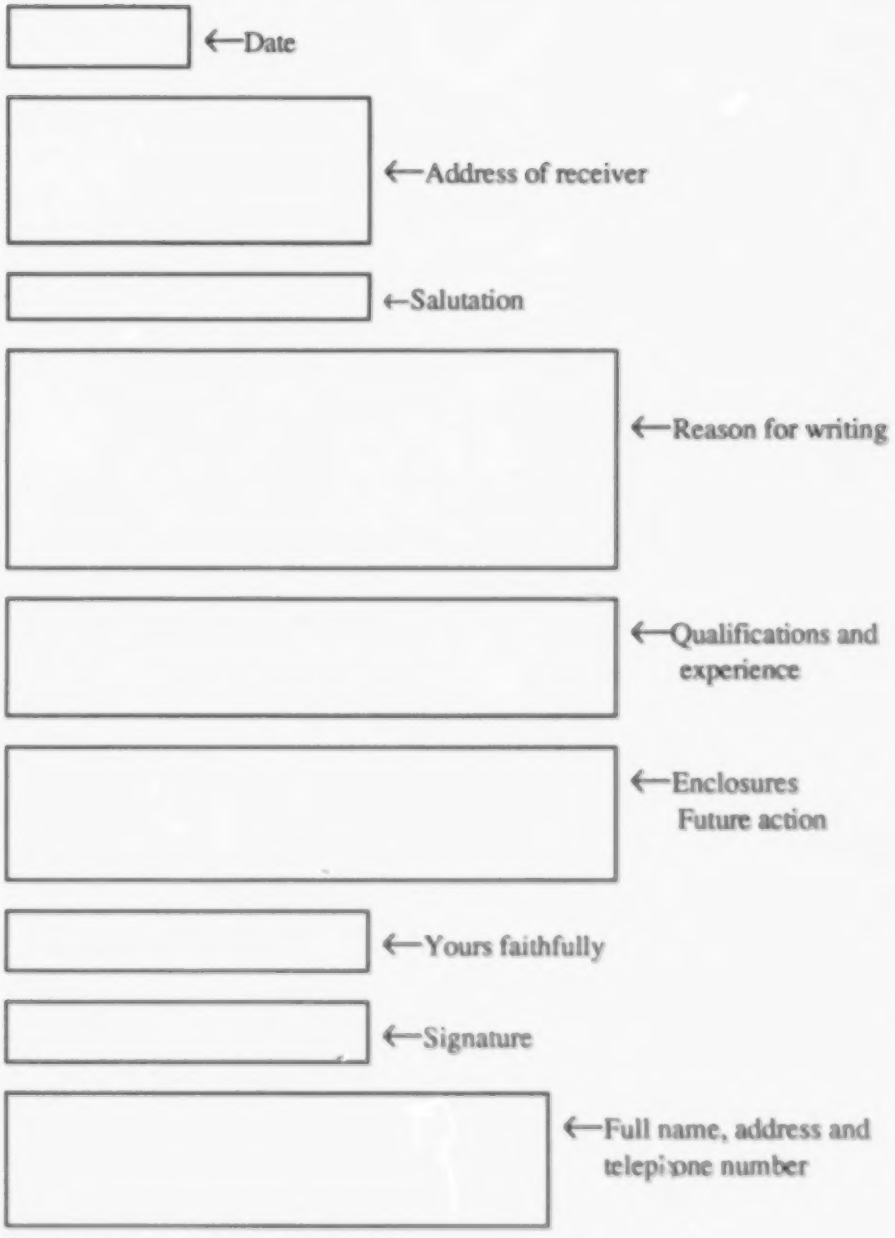
(vi) Copying model changing some details.

(vii) Labelling of features e.g. addresses, reason for letter, personal details, signature etc on blank scaffold of model text.

(viii) Punctuate a model text.

(ix) Write texts independently from job advertisements.

Scaffold of Model Text



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5. FURTHER INFORMATION

This section contains:

- ☐ An annotated list of contacts for distance education programs for adult ESL learners.
- ☐ An annotated list of commercial suppliers of ESL materials.
- ☐ A glossary of technical terms used elsewhere in the guide.
- ☐ Resource and reference lists for further reading on:
  - Issues in teaching reading and writing to NESB learners.
  - Teaching workplace literacy.
  - Assessment in TESOL.
  - Course Design for TESOL.
  - Methodology for TESOL.
  - Cross Cultural issues in language and literacy learning.
  - Policy issues in adult literacy and language learning.

5.1 REFERRAL AND ADVICE: AN ANNOTATED CONTACT LIST

5.1.1 Distance Education Programs for ESL Learners

(a) Stage 1 Learners

The literacy teacher/tutor will have severe problems communicating in English with Stage 1 learners who will be unable to use more than a few isolated words and a few formulaic expressions in English. Telephone interpreter services (TIS) may be of help if a local bilingual speaker of the relevant language is unavailable [Telephone 008 112 477]. Band A learners in Stage 1, those not literate in their first language, need to develop some oral skills in English to assist communication about literacy concepts. Band B and C learners already have these concepts by virtue of literacy in their first language. An immediate source of help to the Stage 1 learner is a distance learning program *It's Over to You,* produced by AMES (NSW). Multilingual information brochures are available from AMES (see contact details below). For some languages a pre-literacy program, to develop literacy skills for using *It's Over to You*, is also available. It is probable that many Stage 1 learners will lack confidence in obtaining and using this distance learning program. They will need support from the literacy teacher/tutor who can also act as a mentor or guide as they use the program. The program has separate student books for each skill area (speaking, listening, reading and writing), audio cassettes for listening skills development and uses both telephone tutoring (008 number) and correspondence for support.

For further details:

NSW Adult Migrant English Service
Distance Learning Program
29-31 Belmore Street
BURWOOD NSW 2134

Tel: (02) 744 7450
Toll free: (008) 45 1518

(b) Stage 4 Learners

A more advanced self-access video program for developing oral communication skills is available from

The Centre for English Language Learning
Royal Melbourne Institute of Technology
Internal Service Unit
Technisearch
PO Box 12058
A'Beckett Street
MELBOURNE VIC 3001

Tel: (03) 639 0300
(03) 663 6925

(c) Stage 2, 3 and 4 Learners

The TAFE Open Training and Education Network [OTEN] (formerly the TAFE Open College) offers a number of English language programs by distance education. Currently these are:

(i) **Access English**, targetted to post-beginner students; offered at elementary level. This includes print and audio-tape material and has a grammatical orientation.

(ii) **English Language Skills: Intermediate** which is a reading and writing skills program at intermediate level.

(iii) **English Language Skills: Advanced** which is also a reading and writing skills program, at advanced level.

(iv) **English Language Skills: Study Focus** which is a more advanced level than (iii) and has a focus on English for further study.

TAFE is planning to replace course (iii) above with a *Stage 4 Certificate in ESOL* course in 1994 and course (ii) above with a *Stage 3 Certificate in ESOL* in 1995. A *Certificate in English for Further Studies* is also foreshadowed.

Enrolment forms can be obtained from October for commencement of study the following February by contacting:

OTEN
199 Regent Street
REDFERN NSW 2016

Tel: (02) 318 7222 for enrolment enquiries
(02) 318 7202 for advice on ESOL (ESOL Coordinator)

(d)

The TESOL Programs Unit, University of Queensland has produced a 2 volume, 2 cassette distance education program in English for Academic Purposes. This is targetted to students preparing for tertiary study.

Contact: Administrative Officer
TESOL Programs Unit
University of Queensland
ST LUCIA QLD 4072

Tel: (07) 365 6565
Fax: (07) 365 6599

5.1.2 Commercial Resources for NESB Learners

(a) There are now many high-quality, locally developed TESOL materials and resources available commercially. Rather than listing these individually, contact points for resources have been provided so that teachers can obtain up-to-date publications. Catalogues and prices are available from:

- NSW Adult Migrant English Service
PO Box 1222
DARLINGHURST NSW 2010
Tel: (02) 289 9222
Fax: (02) 281 9682

- Adult Migrant English Service
Myer House
250 Elizabeth Street
MELBOURNE VIC 3000
Tel: (03) 663 2781
Fax: (03) 663 1130

- Sales Manager
  National Centre for English Language Teaching and Research
  MACQUARIE UNIVERSITY NSW 2009
  Tel: (02) 805 7673
  Fax: (02) 805 7849

Each of these specialist organisations has published excellent literacy resources for NESB students as well as TESOL materials for teachers and learners. Some of these resources have been included in the Further Reading List (5.3). Particularly useful is the AMES (NSW) publication by Sue Kightley (1990) *Readings and Resources Guide to Literacy Teaching: Low Oracy - Low Literacy Learners in Adult ESL.* This consists of an extensively annotated bibliography. Material listed in Section 2 under *(i) Resources for Teachers* will be especially helpful for teaching purposes. This publication also contains a very accessible discussion of teaching approaches in ESL Literacy.

(b) The most extensive range of commercially produced ESL materials in NSW is available at:

The Bridge Bookshop
10 Grafton Street
CHIPPENDALE NSW 2008
Tel: (02) 211 1660
Fax: (02) 211 1868

This bookshop can rapidly supply books in stock by mail or fax order and can follow up more difficult-to-obtain materials. ESL publishers catalogues are also available.

(c) NCELTR (above) carries material from a range of major ESL publications as well as AMEP publications.

(d) The TESOL professional organisation also produces teacher resources. For information contact:

ATESOL (NSW)
PO Box 296
ROZELLE NSW 2039
Tel: (02) 818 2591
Fax: (02) 665 3748

(e) The ATESOL Library is housed in the Adult Education Faculty at the Quay Street site, of the University of Technology, Sydney (opposite the monorail terminal).

(f) A major source for Adult Literacy and ESL professional information is the Coordinating Agency for Training Adult Literacy Personnel in Australia.

CATALPA
Faculty of Education
University of Technology
PO Box 123
BROADWAY NSW 2007
Tel: (02) 330 3813
Fax: (02) 330 3939

(g) A further source of resources for ESL literacy is:

The Literacy Education Resource Network (LERN)
PO Box 721
LEICHHARDT NSW 2040

5.2 GLOSSARY OF TECHNICAL TERMS

(Adapted from **Hood, S. and N. Solomon, 1988.** *Reading and Writing Assessment Kit,* Sydney: NCELTR, Macquarie University)

Activities:	classroom procedures such as information-gap activities or text-modelling that involve learners in practising language.
Coherence:	the sense a message makes.
Cohesion:	the way a text is bound together to create a whole meaningful unit.
Cohesive devices or ties:	the linguistic elements (i.e. conjunctions, reference system, substitution or ellipsis, lexical cohesion) that hold the text together.
Contextual clues:	the non-linguistic features (e.g. pictures, diagrams, logos, colours, headings, layout, bold-print and the physical setting) that provide meaning.
Discourse:	a cohesive, coherent piece of language that can exist as a meaningful unit.
First Language (L1):	the language normally spoken at home and generally the medium of education.
Key words:	content words that provide important clues to the overall meaning of the text.
Lexical cohesion:	the relationship of vocabulary items to the same semantic field through reiteration or collocation.
Prediction:	making informed guesses about the meaning of a text before and while reading.

Register:	the characteristics of the language used to signify a particular genre. These will depend on • field - the content area • mode - the channel of communication • tenor - the relationship between the reader and the writer
Scanning:	locating specific information in a text while ignoring the rest.
Sentence structure:	the grammar at the sentence level, i.e. how words are organised to construct meaning.
Skills:	are specific abilities which include learning skills, communicative skills, vocational skills and job-training skills.
Skimming:	looking quickly over a text to get a general idea of what it is about.
Strategies:	are ways in which language learners consciously or unconsciously manage a learning problem or communicative situation. They may be used to circumvent lack of skill, or they may be procedures used to develop particular skills.
Tasks:	purposeful real-life activities where some communication takes place.
Text:	a cohesive piece of functional language i.e. that does a particular job in a particular context.
Vocational skills:	are the abilities NESB learners need to operate in a particular work context.
Units:	of work consist of topics and/or tasks used by the ESL teacher to form ESL units of work. These units focus on the communicative skills and strategies, and specific vocabulary items required by the learner for communication in the context of a specific text.

5.3 FURTHER READING

Items marked with an asterisk are predominantly intended for classroom /group teaching purposes, rather than being more theoretical discussions of teaching.

5.3.1 Readings on Issues in Teaching Reading and Writing to NESB Learners

Alderson, J.C. and A.H. Urquhart (eds). 1984 *Reading in a Foreign Language*. Longman: New York.

***Anthony, R. 1980.** *Reader Series* AMES (NSW): Sydney. A set of 7 readers and 1 cassette for beginner to lower intermediate level learners.

***Brosnan, D., K. Brown and S. Hood, 1984.** *Reading in Context*. NCELTR for AMES (NSW): Sydney.

Burns, A. 1992. *Adult ESL and Adult Literacy: What are the Relations*. Sydney: ATESOL Newsletter.

Callaghan, M. and J. Rothery. 1988. *Teaching Factual Writing - A Genre-based Approach, Language and Social Power*. Disadvantaged Schools Program (Metropolitan East), Department of School Education: Sydney.

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APPENDIX 1

First Language Literacy Assessment Community Language Forms

- **Languages:**

  - Arabic
  - Chinese
  - Croatian
  - Farsi
  - Italian
  - Khmer
  - Korean
  - Lao
  - Polish
  - Portugeuse
  - Spanish
  - Tagalog
  - Thai
  - Turkish
  - Vietnamese

These forms are produced by kind permission of NCELTR and the authors, Sue Hood and Nicky Solomon.

ARABIC

سجـــــل معلوماتـــك باللغـــة العربيـــــة إذا أمكـــــــن

الاســـــــم : _____

العنوان (مكتوبا باللغة الانجليزية) : _____

مكـــان الميلاد : _____

اللغات الوطنيـة المستعملـــة : _____

تاريخ الوصـــول الى استراليـــا : _____

CHINESE

請盡量以中文填寫下列表格

姓名：_____

地址：（請用英文）：_____

_____

出生國家：_____

能說何種方言：_____

到達澳洲日期：_____

CROATIAN

NAPIŠITE TRAŽENE PODATKE NA HRVATSKOM JEZIKU, AKO JE MOGUĆE.

Ime _____

Adresa (na engleskom) _____

_____

Zemlja rođenja: _____

Koje jezike govorite? _____

Datum dolaska u Australiju _____

FARSI

اطلاعات مربوطه را پرکنید که لازم است بزبان فارس بنویسید !

اسم : _____

آدرس : _____

(بزبان انگلیسی) _____

نام کشوری که درآن _____

متولد شده اید ؟

زبان حا یی که : _____

صحبت میکنید ؟

تاریخ ورود به استرالیا : _____

ITALIAN

Scrivere l'informazione in italiano dove possibile

Nome:.....

Indirizzo (in inglese):.....

.....

.....

Paese di nascita:.....

Lingue parlate:.....

.....

Data di arrivo in Australia:.....

KHMER

សូមសរសេរចុះនូវសេចក្តីពន្យល់អំពីខ្លួនឯង ជាភាសាខ្មែរ
បើអាចធ្វើបាន ។

នាមនិងនាមត្រកូល : _____
អាសយដ្ឋាន (ជាភាសាអង់គ្លេស) : _____
_____
ប្រទេសកំណើត : _____
ភាសាអ្នកនិយាយ : _____
ថ្ងៃ ខែ ឆ្នាំ ដែលទទួលសញ្ជាតិ : _____

KOREAN

가능한 한 한글로 쓰십시오.

이름 : _____

주소 (영어) : _____

_____

본국 : _____

말을 할수 있는 언어들 : _____

_____

호주 도착 일자 : _____

LAO

ກະລຸນາ ຂຽນລາຍລະອຽດຂອງທ່ານ ເປັນພາສາ ລາວ ຖ້າເປັນໄປໄດ້.

ຊື່ ແລະ ນາມສະກຸນ : _____

ທີ່ຢູ່ (ເປັນພາສາອັງກິດ) : _____

_____

ປະເທດທີ່ເກີດ : _____

ພາສາທີ່ເວົ້າໄດ້ : _____

ວັນທີ່ມາເຖິງອົສເຕຣເລັຍ : _____

POLISH

Proszę wypełnić w miarę możliwości w języku polskim.

Imię i nazwisko: _____

Adres (w języku angielskim): _____

_____

Kraj urodzenia: _____

Znajomość języków obcych: _____

Dapa przyjazdu do Australii: _____

PORTUGUESE

Escreva a informaçao em Portugues onde seja possivel.

Nome: _____

Endereço (em ingles): _____

_____

_____

Pais de nascimento: _____

Linguas que fala: _____

_____

Data de chegada
em Australia: _____/_____/_____

SPANISH

Favor escribir su información en español

Nombre: _____

Dirección (en inglés): _____

_____

_____

_____

_____

País de nacimiento: _____

Idiomas: _____

_____

Fecha de llegada
a Australia : _____/___/_____

TAGALOG

Kung maari, isulat and impormasyon sa wikang Tagalog.

Pangalan : _____

Tirahan : _____

Pook Ng Kapanganakan : _____

Pananalitang Linguahe : _____

Araw Ng Pagdating sa Australia : _____

THAI

โปรดกรอกข้อความเกี่ยวกับตัวท่าน เป็นภาษาไทย ในช่องว่างข้างล่าง

ชื่อ _____

ที่อยู่ (เป็นภาษาอังกฤษ) _____

_____

ประเทศที่เกิด _____

ภาษาที่พูดได้ _____

วันที่ๆเดินทางถึงออสเตรเลีย _____

TURKISH

Lütfen gerekli yerleri Türkçe olarak doldurunuz.

Adınız : _____

Adresiniz (İngilizce olarak): _____

_____

_____

Doğduğunuz ülke : _____

Konuştuğunuz lisanlar : _____

_____

Avustralya'ya geliş tarihiniz : _____

VIETNAMESE

Điền các chi-tiết của bạn bằng Việt ngữ (nếu có thể được.)

Tên Họ : _____

Địa Chỉ (bằng Anh ngữ): _____

_____

Sinh Xứ: _____

Ngôn-ngữ nói được: _____

Ngày đến Úc: _____

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